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ABSTRACT

This skills-text is one of four books in the series "Readings in American History." The materials allow opportunities to improve reading and comprehension skills in a subject matter context by using certain primary sources related to the topic. Book 4 covers the period from World War I through the Reagan years. Each lesson includes short readings with exercises and questions to allow students to explore the topic. The volume includes: (1) "The United States and the First World War"; (2) "Votes for Women"; (3) "The Prosperity Decade"; (4) "'Wall St. Lays an Egg' in 1929"; (5) "Depression Times"; (6) "Franklin D. Roosevelt and the New Deal"; (7) "'Infamy' at Pearl Harbor"; (8) "'D-Day' in France"; (9) "Atomic Horror at Hiroshima"; (10) "The Cold War, the Truman Doctrine, and the Marshall Plan"; (11) "John F. Kennedy and a Dream of 'Camelot'"; (12) "The 'Black Revolution'"; (13) "The Vietnam Experience"; (14) "Crisis at Watergate"; (15) "The Women's Revolution"; and (16) "The Reagan Years." A review section, glossary, and teacher's guide are included. (EH)

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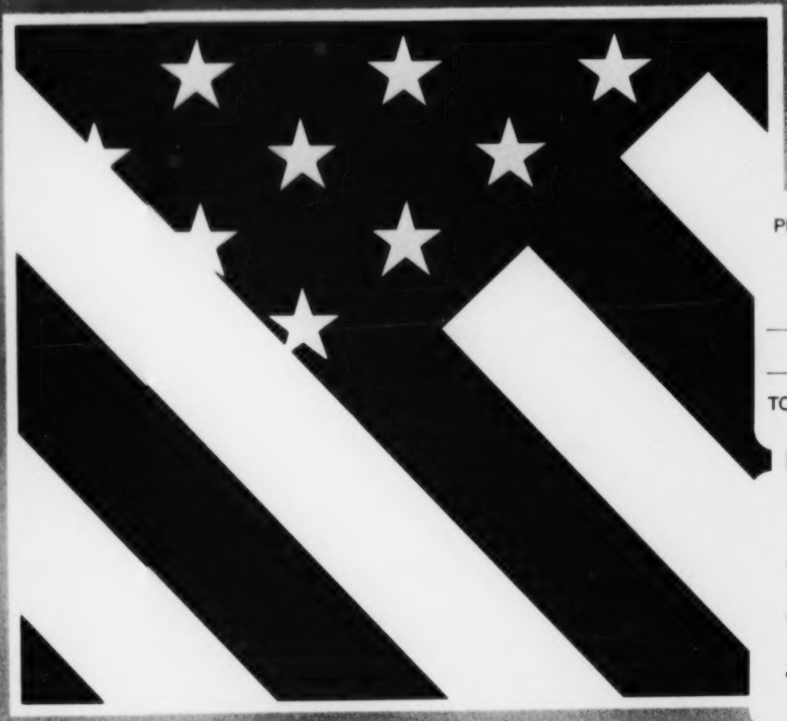
The United States in the Twentieth Century



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BOOK IV

Readings in American History (In Their Own Words)

BY JACK ABRAMOWITZ, Ph.D.

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Lesson 1

The United States and the First World War

STEP 1

KEY WORDS: Look up these words in the Glossary.

contraband dispute
entente (*ahn-TAHNT*) impartial
inconsistent merchant marine
neutral violation

THINK ABOUT THIS:

1. Which groups of nations were at war in Europe in 1914?
2. What was the American attitude at the start of the war?
3. What problems did the United States face in trying to remain neutral?

READ THIS:

Europe was divided into two hostile groups. One group was made up of Britain, France, and Russia. They were known as the Triple Entente and later were called the "Allies." Opposing the Allies was the Triple Alliance. It was made up of Germany, Austria-Hungary, and Italy. They were also known as the "Central Powers."

In 1912 Woodrow Wilson, a Democrat, was elected president of the United States. Wilson took office in 1913 with a plan for domestic reforms. That plan soon took second place to concern about war in Europe.

The war broke out in 1914 with a dispute between Austria-Hungary and Serbia (a small nation in an area that is now part of Yugoslavia). Russia came to the aid of Serbia, and Germany supported Austria-Hungary. Britain and France then joined their Russian ally. A surprised world looked on as the war quickly spread.

The swift slide of Europe into war shocked the United States. It quickly served notice of its wish to remain neutral. President Wilson sent a message to the Senate in the first month of the war declaring:

> "The United States must be neutral in fact as well as in action."

He stressed the need for neutrality a second time by saying:

> "We must be impartial in thought as well as in action."

The cost of the war in human life, property, and money was staggering. Millions of soldiers were enrolled in the armies. Vast sums were needed for uniforms, food, weapons, ships, and ammunition. Germany and its allies were soon in desperate need of many goods. The British and French also needed many types of supplies. They turned to the United States for many products.

Britain had a large merchant marine fleet. Those ships could carry goods from the United States to French and British ports. Germany had no large merchant marine fleet. It depended on indirect trade with neutral nations. British warships often stopped those ships because their cargo might end up in German hands.

Americans wanted to avoid becoming entangled in the war. However, there were many violations. Both warring sides were guilty of these violations. British warships interfered with neutral shipping on the high seas. Germany used its newly developed submarines to sink any ships entering what it called a "war zone."

Submarine warfare was not very effective in shutting off American trade with the Allies. Munition shipments from the United States rose from $40 million in 1914 to nearly $1.3 billion in 1916. Total trade from the United States to the Allies in the same period rose from $825 million to $3.2 billion.

Some Americans worried about the heavy trade with the Allies. It seemed the United States was not acting in a neutral manner. Another problem arose in regard to private loans made to the various nations at war. Both sides, but especially the Allies, sought loans from American bankers. Secretary of State William Jennings Bryan felt these loans violated the neutrality of the United States. The State Department, headed by Bryan, issued a warning in 1914 that:

> "...in the judgment of this Government, loans by American bankers to any foreign nation which is at war are inconsistent with the true spirit of neutrality."

In that same year Bryan declared:

> "Money is the worst of all contrabands because it commands everything else."

The issue of war loans continued to be debated. Americans who favored the Allies pushed for the right to make loans, especially to Britain and France. Strong pressure led to the resignation of Bryan in 1915. From then on the State Department withdrew its opposition to war loans. By 1917 Americans had made over $2 billion in loans to the Allies. Only $27 million in loans had been made to the Central Powers.

It must be remembered that the value of dollars in 1914 was different from today's value. One billion dollars in 1914 probably had the same value as hundreds of billions of dollars today.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. Britain, France, and Italy were allied in the Triple Entente.

____ 2. Britain established a naval blockade to keep goods from going to the Central Powers.

____ 3. Submarines were used mainly to halt the shipping of goods to the Central Powers.

____ 4. The State Department felt that war loans violated United States neutrality.

____ 5. Americans made most of their war loans to the Allies.

STEP 2

KEY WORDS: Look up these words in the Glossary.

despatch humiliation inevitable
negotiated unrestricted

THINK ABOUT THIS:

1. How did the United States feel about the German use of submarines against merchant ships?
2. Was the United States really neutral during the war?

READ THIS:

Americans were angered when they felt their neutral rights were being violated. They generally overlooked actions taken by the Allies. Most Americans felt something in common with Britain and France. Germany was seen as a warlike nation that had started Europe's troubles.

Most American anger was directed against the German use of submarines. Submarines were a new weapon and their use was regarded as cruel and uncivilized. President Wilson tried to calm the demand for action against submarine attacks by stating:

> "There is such a thing as a man being too proud to fight."

This effort to be reasonable was tested when German submarines sank the British passenger liner Lusitania in May, 1915. Almost 1,200 passengers died, including 128 Americans. The Germans had warned travellers that no British ship was safe. But this did not ease American outrage toward the Germans. Secretary of State Bryan, then still in office, warned Germany:

> "...submarines cannot be used against merchantmen, as the last few weeks have shown, without an inevitable violation of many sacred principles of justice and humanity."

NOTICE!

TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY
WASHINGTON, D. C., APRIL 22, 1915.

NYPL

The German Embassy placed this notice in New York newspapers on May 1, 1915.

In spite of American anger toward Germany, President Wilson's message to Congress in December said:

> "We have stood apart, studiously neutral."

The president took a firmer stand in February, 1916, when he warned:

> "America cannot be an ostrich with its head in the sand."

The efforts of President Wilson did not satisfy his critics. Ex-president Theodore Roosevelt called Wilson's neutrality speeches "weasel words." Roosevelt's former Secretary of State said of Wilson that "first he shakes his fist and then he shakes his finger."

Wilson's critics did not really understand his true feelings. By 1916 the president was strongly in favor of the Allied powers. A cabinet member recalled that when another cabinet officer protested certain violations by the British:

> "...Mr. Wilson said, in that quiet way of his, that the ordinary rules of conduct had no application to the situation..."

The president was willing to overlook British violations because:

> "...the Allies were standing with their backs to the wall, fighting wild beasts."

Mr. Wilson also told the cabinet that:

> "...he would permit nothing to be done by our country to hinder or embarrass [the Allies]...and that this policy must be understood as settled."

Such statements showed that the president had moved a long way from neutrality. The American ambassador to Great Britain went even further. The British Foreign Secretary recalled how the ambassador once arrived at the Foreign Office:

> "...with a long despatch from Washington contesting our claim to act as we were doing in stopping contraband going to neutral ports."

According to the Foreign Secretary, the American ambassador said:

> "'I am instructed...to read this despatch to you.' He read and I listened. He then said, 'I have now read the despatch, but I do not agree with it; let us consider how it should be answered.'"

President Wilson won re-election in 1916 with the slogan, "He kept us out of war." When his second term began in March, 1917, the nation was very close to war. The president did make an effort to get the warring nations to agree to a negotiated peace. In January, 1917, he addressed the Senate to give his views on what sort of peace was needed. He proposed that:

> "It must be a peace without victory ...Victory would mean peace forced upon the loser...It would be accepted in humiliation...and would leave...a bitter memory...Only a peace between equals can last."

Wilson's proposal had little effect upon the war. However, the Germans had made a terrible mistake. They reopened their unrestricted submarine warfare in 1917. Other actions led the United States to move steadily toward a declaration of war against Germany.

On April 2, 1917, President Wilson went before the Congress with a message. He called for war against Germany and declared:

> "The world must be made safe for democracy."

On April 6 the Congress, by a joint resolution, declared war on the German Empire. The United States was now in World War I on the side of the Allies. More than 4.7 million Americans served in the armed forces. In a little more than eighteen months of war, about 116,000 Americans died from all causes. More than 204,000 Americans were wounded in battle.

CHECKING UP:

Is each of the following statements a FACT (F) or and OPINION (O)?

____ 1. Ex-president Theodore Roosevelt did not like President Wilson's neutrality speeches.

____ 2. President Wilson favored the British more than he favored Germany.

____ 3. The German use of submarines helped lead to war with the United States.

____ 4. President Wilson proposed a negotiated peace to the warring nations.

____ 5. The United States was never honest in its claim to neutrality.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. World War I broke out in Europe in 1914.

____ 2. The outbreak of World War I in Europe presented a problem for the neutrality of the United States.

____ 3. Blockades and submarine warfare did damage to American rights during World War I.

____ 4. The Lusitania sinking helped turn American opinion against Germany.

____ 5. The shifting of American feeling away from neutrality helped lead the United States into World War I.

B. EXAMINING ISSUES

Choose the correct answer.

1. "Money is the worst of all contrabands because it commands everything else."

These words meant that:

____ a. rich people favored the United States entering the war.

____ b. granting loans to the warring parties would lead the United States into the war.

____ c. loans were not legal.

2. "It must be a peace without victory"

These words by President Wilson meant that he believed:

____ a. the war must stop at once.

____ b. one side had to win as soon as possible.

____ c. the war ought to end before either side was the winner.

3. "There is such a thing as a man being too proud to fight."

How do you think ex-President Theodore Roosevelt must have felt when President Wilson said these words? Do you think Roosevelt:

____ a. agreed with Wilson.

____ b. felt Wilson lacked courage and strength.

____ c. did not really understand what Wilson meant.

C. UNDERSTANDINGS

Choose the correct answer.

1. Serbia was a small nation that was involved in a dispute in 1914 with:

____ a. Russia.

____ b. Austria-Hungary.

____ c. Germany.

2. American munitions shipments went:

____ a. mostly to the Allies.

____ b. equally to both warring sides.

____ c. mostly to the Central Powers.

3. Secretary of State Bryan was very much against:

____ a. remaining neutral.

____ b. allowing war loans.

____ c. a negotiated peace.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays.

1. How did the following affect United States neutrality during World War I? Write at least 50 words about each:
   a. War loans.
   b. Submarine warfare.

2. In your opinion, could the United States have avoided becoming involved in World War I? Give the reasons for your opinion in at least 75 words.

E. LOOKING AHEAD

The United States has been involved in FOUR major conflicts since 1917. American involvement includes:

World War I (1917-1918)
World War II (1941-1945)
Korean War (1950-1953)
Vietnam War (1963-1973)

Is it probable that the United States might be involved in still another conflict before the year 2000? What might cause this to happen? How might such involvement be avoided?

You might discuss these things in class.

Lesson 2

Votes for Women

STEP 1

KEY WORDS: Look up these words in the Glossary.

ancestors doctrine foment
reform suffrage unendurable

THINK ABOUT THIS:

1. What were some of the beginnings of the woman's suffrage movement?
2. What arguments were made for giving women the right to vote?

READ THIS:

The effort to gain equal rights for American women began early in the nation's history. Abigail Adams, wife of John Adams, raised the issue during the Revolution. She wrote to her husband:

> "In the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than were your ancestors..."

She went on to "warn" that:

> "If particular care and attention are not paid to the ladies we are determined to foment a rebellion..."

Abigail Adams then informed her husband, himself a revolutionist, that she and other women:

> "...will not hold ourselves bound to obey any laws in which we have no voice or representation."

These were brave words, but they had little effect. When the United States Constitution went into effect in 1788 it gave voting rights only to men. The right to vote was not given to women, slaves, or Native Americans.

The efforts of women to gain equal rights continued in the 1800s. The leaders of the women's movement were Elizabeth Cady Stanton and Lucretia Mott. They were also active in the anti-slavery effort. In 1848 they organized the Women's Convention in Seneca Falls, New York [see pages 56-60 in Book II, *Growth of the New Nation*].

The Seneca Falls meeting was only the start of an organized woman's movement. The National Woman Suffrage Association was formed in 1869. It merged with the National American Woman Suffrage Association (NAWSA) in 1890. Elizabeth Cady Stanton was elected president of NAWSA.

The members of NAWSA were active in many reform movements, including woman suffrage. In 1869 the Wyoming Territory was the first American area to grant the vote to women. Progress was slow, but by 1910 women had the right to vote in four states. By this time the woman's movement had gained support among some politicians. One example is a speech given in 1910 by a Senator from Oklahoma. He used arguments developed by the women in NAWSA and pointed out that:

> "...A careful study...has demonstrated the vital fact that these working women receive a smaller wage for equal work than men do..."

The reasons women received lower wages, he said:

> "...are due to the lack of the ballot."

The Senator went on to present an argument that was often made by woman suffrage leaders. It stated that:

> "The great doctrine of the American Republic that 'all governments derive their just powers from the consent of the governed' justifies the plea of one half of the people, the women, to exercise the suffrage..."

The Senator then made the key point of the suffrage movement:

> "...The doctrine of the American Revolutionary War that taxation without representation is unendurable justifies women in exercising the franchise."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. The Constitution should have given women the right to vote.

____ 2. Abigail Adams would have approved of the Seneca Falls meeting if she were living in 1848.

____ 3. Efforts to give women the vote made slow progress in the 1800s.

____ 4. Efforts to win equal rights for women began early in American history.

____ 5. The woman's suffrage movement gained some support from politicians in the early 1900s.

STEP 2

KEY WORDS: Look up these words in the Glossary.

deficient militant novel
partisan sectarian visible

THINK ABOUT THIS:

1. What different types of women were organized by the women's movement?
2. What arguments were made against the woman suffrage movement?

READ THIS:

The woman's suffrage movement welcomed support from men. However, a growing number of women were ready to speak for themselves. Elizabeth Cady Stanton's daughter had lived for years in England. She returned to the United States and helped to organize working class women in the Equality League of Self-Supporting Women. This organization soon had 19,000 members.

A growing number of women college students helped in efforts for winning the vote. Many of the educated young women were willing to speak on street corners if necessary. In 1911 a Philadelphia newspaper reported how a wagon load of women had spoken on a street corner. The paper noted that:

> "The spectacle of a woman with a wagon for a platform pleading for the use of the ballot was so novel that the audience was quick to respond..."

At the same time the woman's groups moved into action in small towns. In many places:

> "...small groups organized where previously there had been no visible signs of interest in woman suffrage."

Such action helped win women the right to vote in California in 1911. In 1913 woman suffrage also won a two to one victory in the state of Washington. In the next year, with victory seeming so near, there came a crushing defeat. In 1914 woman's suffrage was defeated in both houses of Congress.

The main arguments against woman suffrage were made by men. However, a number of women spoke against the suffrage movement. In 1910 a woman warned that where women had been allowed to vote in local school elections:

> "...only a partisan or sectarian issue will bring out the woman's vote."

She went on to give the familiar arguments of those opposed to woman's rights.

> "Women are not well trained and often very deficient and unskilled in most of their occupations...Married women should be kept out of industry, rather than urged into it."

She felt it was shameful that:

> "...the suffragists glory in the fact that there are women blacksmiths, baggage masters, brakemen, undertakers, and women political 'bosses' in Colorado."

In spite of such criticism, the fight for woman's rights went on. The 1914 defeat in Congress led NAWSA to turn to new leaders. In 1915 Carrie Chapman Catt became president of NAWSA with special powers. Meantime a more militant group of women, led by Alice Paul, was organizing an effort to win the right to vote.

CHECKING UP:

Write in the missing words from the words below. Each word can be used only once.

college Congress deficient
militant novel political
sectarian

1. ____________ women were willing to speak on street corners to help the cause of woman's suffrage.
2. People against woman's suffrage argued that women were ______________ in most of their occupations.
3. Woman's suffrage was defeated in 1914 in ________________ .
4. The sight of women speaking from a wagon was a ____________ sight.
5. Alice Paul led a ___________ group of women.

STEP 3

KEY WORDS: Look up these words in the Glossary.

abridged affiliation approval
bluster ratified

THINK ABOUT THIS:

1. What did the woman's movement do to get political support in 1916?
2. How did World War I affect the drive for woman's rights?
3. When was the woman's suffrage amendment passed and what did it say?

READ THIS:

The Republican National Convention was held in Chicago in 1916. It would select a candidate for president in the elections that year. More than 10,000 women, led by NAWSA, marched on the convention. The Republicans were impressed and voted general approval of woman's suffrage. However, they limited themselves to:

> "...recognize the right of each state to settle this question for itself."

This meant the Republicans did not accept a constitutional amendment. The amendment was a key demand being made by the woman suffrage movement.

When the Democrats met in St. Louis many women lined the streets leading to the convention hall. Their pressure led the Democrats to declare they favored woman's suffrage:

> "...state by state, on the same terms as men."

This, too, was less than what the woman's movement wanted. However, it was more acceptable to the women than the Republican position.

In 1916 the Republican candidate was Charles Evans Hughes. President Woodrow Wilson, the Democrat, ran for re-election. Both candidates gave general approval to woman's suffrage. However, other issues, including fear of the war in Europe, gained Wilson the support of many women.

In the 1916 elections, women had the right to vote in eleven states. Their votes helped the Democrats elect Wilson. Now the push was on to win the suffrage by a constitutional amendment. To do this, Carrie Chapman Catt and Alice Paul organized a "Little White House". Its purpose was to push a suffrage amendment through the Congress by the necessary 2/3 majority of both houses. They gathered files on each member of Congress that included:

> "...facts...about personal, political, business and religious affiliations... There was everything that could be discovered about his stand on woman suffrage and more or less about his views on other public questions."

This was tough political work and the women involved in it:

> "...knew their rights...were not to be frightened by bluster, put off by rudeness...They never lost their tempers and they never gave up."

World War I gave an added push to the efforts to win woman suffrage. Millions of men in the army were replaced in shops and offices by women. Greater numbers of women now joined the demand for their rights. They won stronger support from men.

On January 4, 1918, ex-President Theodore Roosevelt spoke out. He urged the Republican members of Congress to vote for the woman's suffrage amendment. That same week President Wilson advised Democrats to vote for the amendment:

> "...as an act of right and justice to the women of the world."

On January 10, 1918, the House of Representatives passed a woman's suffrage amendment by the necessary 2/3 majority. The battle now moved on to the Senate. On June 4, 1918, the proposed amendment passed the Senate by barely more than a 2/3 majority.

The constitutional amendment now had to be ratified by 3/4 of the states. In August, 1920, the last of the thirty-six states needed for ratification was gained. The 19th Amendment (known as the Susan B. Anthony Amendment) became part of the Constitution. It said:

> "The right of citizens of the United States shall not be denied or abridged by the United States or by any state on account of sex. The Congress shall have power to enforce this article by appropriate legislation."

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. Women who could vote in 1916 helped elect Wilson president.

____ 2. Ex-President Theodore Roosevelt did not want Republican members of Congress to vote for woman suffrage.

____ 3. The "Little White House" was organized by women to work for a woman's suffrage amendment.

____ 4. Women did not try to influence the Republican party in the 1916 presidential election.

____ 5. The 19th Amendment granted women the right to vote only in the states that approved the amendment.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Not all women were in favor of woman's suffrage.

____ 2. The fight for woman's suffrage was mainly carried on by women.

____ 3. World War I helped in the fight for woman's suffrage.

____ 4. A constitutional amendment that gave the vote to women in all states was an aim of the woman's movement.

____ 5. Woman's suffrage groups were active in small towns as well as in big cities.

B. EXAMINING ISSUES

Choose the correct answer.

1. "The doctrine of the American Revolutionary War that taxation without representation is unendurable justifies women in exercising the franchise."

This statement makes the point that:

____ a. only women who pay taxes should be allowed to vote.

____ b. refusing women the vote means they are being taxed without having proper representation.

____ c. women who vote ought to agree to pay taxes.

2. "...only a partisan or sectarian issue will bring out the woman's vote."

This is the sort of statement that would most likely be made by:

____ a. people favoring giving women the vote.

____ b. all politicians.

____ c. people who did not favor giving women the vote.

3. "...the right of each state to settle this question for itself."

This statement does not propose to give women:

____ a. the right to vote in any state.

____ b. a constitutional amendment giving women the vote.

____ c. a voice in politics.

4. "The right of citizens of the United States shall not be denied or abridged by the United States or by any state on account of sex."

These words in the 19th Amendment mean that states:

____ a. have to agree to give women the right to vote.

____ b. can set up special rules for women who want to vote.

____ c. cannot limit the right of women to vote.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. The woman's rights groups used very strong actions to gain the right to vote. Do you feel they might have won their aims sooner if they had been more "ladylike"? Give reasons for your answer in at least 75 words.
2. What lessons can modern day women draw from the actions of the woman's movement from 1890 to 1920? Give reasons for your answers in at least 75 words.

D. LOOKING AHEAD

Women have made great strides toward equality with men in the past 100 years. However, many women feel there is still much to be done. In what areas do you feel women still need improvement of their condition?

You might discuss this in class.

Lesson 3

The Prosperity Decade

STEP 1

KEY WORDS: Look up these words in the Glossary.

disciples prosperity speculation
vulgar

THINK ABOUT THIS:

1. What helped lead to good times and speculation in the United States after World War I?
2. What was the Republican party attitude toward government in the 1920s?

READ THIS:

During World War I Europe suffered four years of death and destruction. When the war ended in 1918, most of Europe was poorer than it had been in 1914. The United States was almost untouched by the war. The years after 1918 were a time of prosperity for the United States.

In 1917 the United States had owed $3 billion to foreign nations. The war changed that. By 1919, foreign nations owed the United States $6 billion. In addition, billions more in war debts were owed to the United States by Allied nations. Before 1914 the United States held less than 25% of the world's gold. This had risen to almost 40% by 1921.

Financial actions by the United States government kept interest rates low. As a result banks paid little in interest to depositors. Bonds issued by companies to lenders also paid low interest rates. The result was that investors sought bigger returns by buying stocks. The rise in the prices of stocks led to foreign money pouring into the United States. This led to greater speculation and an increasing rise in stock prices. Good times seemed at hand.

The promise of good times was disturbed by a big drop in farm income in the early 1920s. It brought near ruin to many farmers for much of the 1920s. Unions also lost members and wages fell during the 1920s. In spite of this, Americans had high confidence in their business leaders. President Coolidge declared:

> "The man who builds a factory builds a temple; the man who works there worships there."

The 1920s were a time when the "captains of industry" were paid the highest honors. Their work was sometimes seen as having its beginnings in Biblical times. Bruce Barton, an advertising executive declared that Jesus Christ was "the founder of modern business."

Barton saw Jesus as the "World's Greatest Salesman" who founded the Christian religion when he:

> "...picked up twelve men from the bottom ranks of business and forged them into an organization that conquered the world."

This vulgar description of the Christian disciples did not seem to disturb many Americans. The nation was searching for new beliefs to replace the old "truths."

The end of the war had brought a lift to American spirits. During the war there had been talk of little else except death and destruction. The dream of peace had seemed far away. This helpless feeling was expressed by an American poet who wrote:

> "War and peace, peace and war,
> That is all I know.
> Shall I never see birds
> As I saw them long ago?"

The Prosperity Decade

The 1920s seemed to open the way to a better future. President Warren G. Harding took office in 1921 with a promise to restore "normalcy." This meant as little government action as was possible. That policy remained in effect after his death in 1923. Vice President Calvin Coolidge, who became the new president, followed Harding's policies.

Coolidge believed the best government was one that governed least. His main interest was to get Congress to reduce taxes, especially the income tax. In other areas of government he was generally inactive. A political observer felt that the president had:

> "...a grim, determined inactivity which keeps Mr. Coolidge occupied constantly."

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. The rise in stock prices led to foreign money pouring into the United States.

____ 2. The end of World War I had little effect upon the United States.

____ 3. President Coolidge believed in a policy of strong government.

____ 4. Taxes were lowered during Coolidge's term in office.

____ 5. The years after World War I were a time of prosperity for the American people.

STEP 2

KEY WORDS: Look up these words in the Glossary.

accentuated collateral decade
fad front foot lot
speakeasy

THINK ABOUT THIS:

1. How did land speculation affect Florida?
2. How did speculation in stocks and bonds affect the American people?
3. What was the economic condition of Americans during the "prosperity decade"?

READ THIS:

The spirit of the years after 1920 was reflected in the fads that sprang up. One of the fads was intended to make people feel positive about themselves. It involved their repeating twenty times each morning and night the sentence:

> "Every day, in every respect, I am getting better and better."

This idea of "positive thinking" was in keeping with the times. Getting rich was seen as a sure sign you were "getting better and better every day."

The search for quick riches often took the form of land speculation. One example of this was what happened in Florida. In 1896, Miami in southern Florida had been a village of about 60 people. In 1924 Miami's population had risen to 60,000. Land lots in the city, a former swamp, sold for as high as $20,000. The idea was to buy the land and then sell it quickly for a fast profit.

The same land speculation existed in the area north of Miami, in Palm Beach. Ocean front property in Palm Beach had sold for less than $5 a front foot in 1896. It was selling for $3,300 a front foot in 1925. One observer wrote:

> "Whoever remains [in Florida] longer than a week and does not buy a lot must be...blind, deaf, and paralyzed."

But the big Florida land "bubble" burst in 1926. A hurricane in September of that year caused death and destruction, and ruined land prices.

Meanwhile another "bubble" was being developed on Wall St. This involved speculation in the buying and selling of stocks and bonds. Buyers of stocks and bonds borrowed heavily to pay for them. They believed they could soon sell those stocks and bonds at a much higher price. They could then pay off their loans and keep the profit.

The fever of stock and bond speculation was everywhere. A New York bank president told his bond salespeople:

> "There are six million people with incomes...just waiting for someone to come and tell them what to do with their savings..." (1)

The branch offices of Wall Street brokerage companies rose from 500 in 1919 to 1,192 in 1929. In 1931 a writer told of the speculation in stocks in the 1920s in these words:

> "Across the dinner table one heard fantastic stories of sudden fortunes...Thousands speculated - and won, too, without the slightest knowledge of the nature of the company upon whose fortunes they were relying..." (2)

Who were these people rushing to try to win fortunes? Some were already rich but wanted even greater wealth. In many other cases they were ordinary people:

> "Grocers, motormen, plumbers, seamstresses, and speakeasy waiters were in the market..." (3)

The government made few efforts to try to control the economy. They did not really expect the "good times" to end in disaster. Somehow, they hoped, things would correct themselves. The Federal Reserve Board was supposed to help balance the economy. However, one of its leaders looked at the steadily rising stock prices and remarked:

> "...I am sitting here trying to keep a hundred and twenty million people from doing what they want to do."

The whole country seemed to feel they were moving toward endless prosperity. They were wrong, and there were warning signs everywhere.

Many farmers had suffered heavy losses in the 1920s from large-scale land speculation. Farmers had borrowed money and also put up their farms as collateral to buy more land. A drop in farm crop prices had caused many of these farmers to lose their land.

Millions of American families lived in or close to poverty in 1929. At that time an income of $2,000 a year was needed for basic necessities. Yet a study of incomes showed that 60% of all American families lived on less than $2,000 a year.

The United States was becoming a nation of very few rich people and a great many poor people. One group of economists warned:

> "There has been a tendency, at least during the last decade or so, for the inequality in the distribution of income to be accentuated."

The years from 1919 to 1929 were the "prosperity decade." Much of that prosperity was based on speculation that raised false hopes. The decade of prosperity would soon be followed by a "depression decade."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. The land boom in Florida in the early 1900s was based on speculation.

____ 2. The Florida "bubble" might have gone on much longer except for the hurricane in 1926.

____ 3. Brokers who sold shares of stock made no efforts to protect those who bought the stock.

____ 4. Many people buying shares of stock knew nothing about the companies issuing the stock.

____ 5 There were many poor people in the United States during the years of prosperity in the 1920s.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. The good times of the 1920s were largely based on speculation.

____ 2. An income of $2,000 a year was needed for basic necessities in 1929.

____ 3. The government made few efforts to control the economy in the 1920s.

____ 4. There was much poverty in the United States during the prosperity years of the 1920s.

____ 5. A hurricane broke the "bubble" of Florida land speculation.

B. EXAMINING ISSUES

Choose the correct answer.

1. "There has been a tendency, at least during the last decade or so, for the inequality in the distribution of income to be accentuated."

These words by economists in the 1920s meant that:

____ a. the income of many people had increased in the past decade.

____ b. differences between people in terms of income had grown greater in the past decade.

____ c. there was a need for more income in the coming decade.

2. "Every day, in every respect, I am getting better and better."

These words were repeated by many Americans during the 1920s because they:

____ a. were positive they deserved the good things they had.

____ b. were not positive they needed the things they had.

____ c. wanted to engage in "positive thinking" about themselves.

3. "Grocers, motormen, plumbers, seamstresses, and speakeasy waiters were in the market."

These words tell us that:

____ a. many people were getting rich.

____ b. many people were speculating in the purchase of stock and bonds.

____ c. many ordinary people wanted to go into business for themselves.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. The actions of the American people during the 1920s are often seen as resulting from World War I. Name 2 things that happened during the war that could have affected events in the 1920s. Write at least 50 words about each of these events.

2. How much did speculation have to do with creating a sense of prosperity in the 1920s? Write at least 75 words on this question.

D. LOOKING AHEAD

It has been said that Americans today have not learned the lessons of the 1920s. What do you think are some of those lessons? What might be the advantages of knowing more about the 1920s? You might discuss this in class.

Lesson 4

"Wall St. Lays an Egg" in 1929

STEP 1

KEY WORDS: Look up these words in the Glossary.

accumulate detonation foundation
panic spectacular structure
symbol

THINK ABOUT THIS:

1. What was meant by "bulls" and "bears" on Wall Street?
2. How did the "crash" affect Wall Street in 1929?

READ THIS:

The United States had a key symbol of its prosperity in the 1920s. That symbol was the Wall Street stock exchange in New York City. Everyone, it seemed, was "in the market." Stories were told daily of fortunes made in the stock market by very ordinary people.

Millions of Americans were in the "market." Much of the buying of stocks was done with borrowed money. Brokers in stocks borrowed $3.5 billion in 1927. The borrowings rose to $8.5 billion in 1929. Those were enormous sums of money for the time. They helped double the value of stocks in a single year, 1929.

The rising prices of stocks were known as a "bull" market. There was little sign of the "bears" who were those expecting a drop in the prices of stocks. That all changed in one week in October, 1929.

The New York Times reported that:

> "Wall Street's bull market collapsed with a detonation heard round the world..."

The collapse was a disaster and the paper noted that:

> "Individual losses were staggering. Hundreds of small traders were wiped out."

The steady, spectacular rise in stock prices had begun to slide on October 24, 1929. The worst day of the drop took place on October 29, known since then as "Black Tuesday." More than $30 billion in paper values disappeared as stock prices fell. Thirty billion was an even more enormous sum in 1929 than it is today. The drop in prices of stocks included:

General Motors stock which fell from more than $72 a share in 1929 to $36 that same year. It fell further to less than $8 a share by 1932!

A share of Radio Corporation stock fell from $101 to $26 and, later, to less than $3!

United States Steel, a giant corporation, dropped from $261 to $150 a share. Later it fell to $21 a share!

A writer described the scene on Wall Street in these words:

> "Horrified brokers watched the selling orders accumulate...Everybody wanted to sell...That night Wall Street was lit up like a Christmas tree..." (1)

During the night there was little hope for any improvement.

> "...everybody down to the youngest office boy had a pretty good idea of what was going to happen...The next day was the worst of all..." (2)

Wall Street brokers, and the people of America, faced a cruel reality.

> "This was real panic...The whole financial structure of the nation had been shaken to its foundations." (3)

It was a small wonder that the show business newspaper, *Variety*, ran a headline saying, "Wall Street Lays An Egg."

The collapse of Wall Street was followed by an economic depression. The speculation by banks led to large scale bank failures. More than 5,000 banks closed between 1929 and 1932. In many cases the depositors lost everything in their bank accounts. There was no deposit insurance at the time to protect bank depositors.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. Wall Street "bears" knew more about investing than did the Wall Street "bulls."

____ 2. Investors suffered heavy losses in Wall Street in October, 1929.

____ 3. There was no insurance of bank deposits in 1929.

____ 4. The financial structure of the United States was badly shaken by the panic of 1929.

____ 5. People who speculated on stocks in 1929 deserved any losses that they suffered.

STEP 2

KEY WORDS: Look up these words in the Glossary.

assurance competent confident
conservative enterprising menacing
optimistic pessimism purge
revival warrant

THINK ABOUT THIS:

1. How did the panic of 1929 affect industry, farmers, and workers?
2. What happened to the Wall Street "bears" in the 1929 panic?
3. How did President Hoover and his cabinet try to deal with the results of the panic?

READ THIS:

Farm income had been hard hit in the 1920s. It fell again after 1929. Farmers had earned $15.5 billion in 1920, but that figure fell to only $5.5 billion in 1932.

The panic of 1929 was soon followed by an economic depression. Factories closed down or barely existed as orders for goods shrank. Unemployment rose until there were between 12 to 15 million people out of work in 1931. It meant that at least one worker in every four was out of work.

There was no unemployment insurance in the 1920s for workers without jobs. Nor was there a system of welfare for those living in poverty. They had to depend upon private charity.

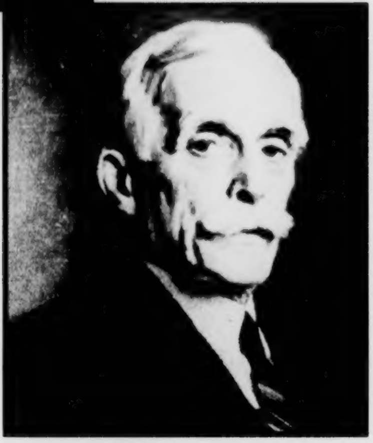
The collapse of the stock market did not ruin every investor. In many cases the "bears" made new fortunes. Some had sold their stock while the price was still high. Other "bears" had made investments based on a drop in stock prices. There was a Wall Street story of one 89-year-old "bear" who rose from a sick bed and shouted:

> "This is my ninth panic. I have made money in every one of them."

There was no "panic" for that old speculator. Another speculator who made a fortune during the 1929 crash was Joseph P. Kennedy. He became well known as a "bear" in 1929. (Thirty-one years later he would be better known as the father of President John F. Kennedy.)

"Wall St. Lays an Egg" in 1929

President Herbert Hoover



Secretary of the Treasury Andrew Mellon

President Herbert Hoover, like many Americans, was baffled by the economic crisis. Like other Republicans, and a great many Democrats, he did not want the government to interfere. President Hoover did not get much help from his cabinet. The millionaire Secretary of the Treasury, Andrew Mellon, felt it important to encourage confidence in the future. He declared:

> "I see nothing...that is either menacing or warrants pessimism." (4)

Mellon, a conservative Republican, went on to tell the nation:

> "I have every confidence that there will be a revival of activity in the spring and that during the coming year the country will make steady progress." (5)

Mellon, like other conservatives, even claimed there was some good in the economic panic. At one point he told President Hoover that he felt:

> "...a panic was not altogether a bad thing...It will purge the rottenness out of the system...People will work harder...Values will be adjusted, and enterprising people will pick up the wrecks from less competent people." (6)

President Hoover was not ready to go as far as Mellon. However, the president also felt it important to be cheerful. He assured the nation that:

> "...business could look forward to the coming year with greater assurance."

Many business people were not as confident as Mr. Hoover. The first issue of *Fortune*, a financial magazine, appeared in February, 1930. It told its business community readers:

> "We will not be over-optimistic. We will recognize that this business slump may last as long as an entire year."

The *Fortune* editors would soon learn they were, indeed, over-optimistic. Starting late in 1929 the United States settled into an economic crisis that came to be known as the Great Depression.

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

____ 1. President Hoover tried to do something about the panic, but his efforts failed.

____ 2. Andrew Mellon felt there was a good side to the panic.

____ 3. President Hoover felt that the business people could not look forward to improvement in the year ahead.

____ 4. The editors of *Fortune* magazine felt the business slump might last for many more years.

____ 5. Unemployed workers did not have unemployment insurance or a system of welfare to help them in 1929.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. Wall Street was the main center for dealings in stocks and bonds.

____ 2. The sharp drop in stock prices in 1929 resulted in the panic of that year.

____ 3. Many banks closed during the 1930s.

____ 4. The federal government had no economic policy to offset the results of the panic of 1929.

____ 5. Investors known as "bulls" and "bears" were involved in stock trading on Wall Street.

B. EXAMINING ISSUES

Choose the correct answer.

1. "...the whole financial structure of the nation had been shaken to its foundation."

These words tell us that:

____ a. many people lost money in the Wall Street crash.

____ b. the Wall Street crash shook the confidence of the people in the economic system of the United States.

____ c. the crash taught people to pay attention to economic problems.

2. "...it will purge the rottenness out of the system..."

These words by Andrew Mellon meant that he believed the 1929 panic would:

____ a. teach people about the weaknesses of the American economic system.

____ b. make people feel better about the American economic system.

____ c. get rid of some of the bad features of the American economic system.

3. "We will recognize that this business slump may last as long as an entire year."

These words in the first issue of *Fortune* magazine show that the editors:

____ a. felt the panic of 1929 was almost over.

____ b. were showing they were worried about how long the effects of the panic might last.

____ c. were not sure this was a good time to have started a new business magazine.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. "The crash of the Wall Street stock market in 1929 came as a surprise for which most Americans were not prepared."

Write at least 100 words telling what evidence there is for this statement.

2. "The government followed a policy that left it unable to deal with the effect of the panic of 1929."

Write at least 100 words telling something about the government policy and its weaknesses.

D. LOOKING AHEAD

There are some people who fear that we may have another economic crash like the one that started in 1929. Other people feel that such a crash could not happen again. What do you think, and on what do you base your feelings?

You might discuss this in class.

Lesson 5

Depression Times

STEP 1

KEY WORDS: Look up these words in the Glossary.

commodity prices dwindle permanent
sawmill shrivel transients

THINK ABOUT THIS:

1. What made the depression after 1929 different from other depressions?

2. How did President Hoover hope to overcome the effects of the depression after 1929?

READ THIS:

The United States suffered many economic downturns, or "depressions." There had been several in the 1800s. However, the nation had never seen anything like the Great Depression of the 1930s. For one thing, it affected the entire world. But, in addition, the economic depression left a permanent mark upon the American people and the nation.

One writer in the 1930s pointed out that:

> "We seem to have stepped...into a world where everything shrivels. Bond prices, stock prices, commodity prices, employment — they all dwindle." (1)

The decade after 1929 was not just a time of depression. It was the time that would forever be known as the "Great Depression." Americans had never known such widespread economic suffering. Consider these facts:

1. The United States had a population of 120 million people in 1929. More than 40 million of those people were affected directly by the depression.

2. There were 12 to 15 million working people unemployed. In New England there were 120,000 textile workers without jobs. That was nearly half of the textile workers in the area.

3. Tens of thousands of American families were homeless. Some families had lost their farms. Other families could no longer pay the rent on city apartments.

4. More than 1 million Americans were transients. They traveled from place to place in search of jobs. Many "bummed" rides on railroad freight trains and lived the life of hoboes.

5. Men and women worked for any wage offered. Sawmill workers worked for as little as 5 cents an hour. Some jobs paid only $1.10 a week. There were plenty of people ready to take those jobs.

Standing in line for soup

Kansas City Chamber of Commerce, Harry S. Truman Library

The United States was the only major industrial nation that had no system of social security. There were no unemployment insurance payments for the jobless. Nor was there a government system of old-age pensions. Care of the poor was left to charity by private volunteer charity agencies. Most of these agencies were soon out of funds.

Herbert Hoover had won respect as a private citizen. He had done outstanding relief work in Europe after World War I. However, his view of help for the poor in America was very limited. Hoover placed his main hope in private charity. As president he stretched his beliefs when he declared in 1931:

> "I am willing to pledge myself that if the time should ever come that the volunteer agencies of the country together with the local and state governments are unable to find resources with which to prevent hunger and suffering in my country, I will ask the aid of every resource of the Federal Government." (2)

Having gone that far, Mr. Hoover retreated by saying he had:

> "...faith in the American people that such a day [will never come.]" (3)

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. The depression of 1929 affected the entire world.

____ 2. The United States had a system of social security in 1929.

____ 3. There was no system of unemployment insurance in the United States in 1929.

____ 4. President Hoover said he would never involve the Federal Government in preventing hunger and suffering.

____ 5. Care of the poor was left to private charity in 1929.

STEP 2

KEY WORDS: Look up these words in the Glossary.

elevator fatalistic gruesome
refuse [REF-yoos] security subdued
unadventurous vivid

THINK ABOUT THIS:

1. What were some signs of the difficulties faced by people during the depression?
2. What effect did the depression have on many Americans?

READ THIS:

While the government held back, the nation continued to suffer. A farmer from Iowa recalled later that:

> "Grain was being burned. It was cheaper than coal. Corn was being burned...In South Dakota, the county elevator listed corn as minus three cents...If you wanted to sell 'em a bushel of corn, you had to bring in three cents." (4)

A black man who had lived in Arkansas remembered that:

> "I knew the Depression had really hit when the electric lights went out. My parents could no longer pay the $1 electric bill. The kerosene lamps went up in the home." (5)

A newspaper editor told a subcommittee in Congress in 1932:

> "The camp fires of the homeless are seen along every railroad track. I saw men, women, and children walking over the hard roads. Most of them were tenant farmers who had lost their all in the late slump in wheat and cotton."

The government tried to assure the nation that there was no starvation in the country. Times were hard they agreed, but they insisted no one went hungry. Private charity was said to be preventing hunger among the poor. But there was much to show this was not true. The editor who had seen homeless tenant farmers also reported that:

> "The last thing I saw on the night I left Seattle was numbers of women searching for scraps of food in the refuse piles of the principal market of that city."

A writer recalled the terrible sight of hungry Americans when he wrote in 1940:

> "One vivid gruesome moment of those dark days...[was] a crowd of some fifty men fighting over a barrel of garbage outside the back door of a restaurant. American citizens fighting for scraps of food like animals." (6)

There were some families that managed to avoid extreme poverty. Young people in those families saw evidences of hunger among others in many ways. One young man recalled working in a resort hotel one summer when he was 17.

> "One of the old-time waiters came by, looked at me, and asked, 'Have you ever been hungry?' I did not know how to reply, but he went on. 'There's a man out back of the kitchen who's broke and hungry. Find him a place to sit in the kitchen and get him something to eat.'"

The experience of that day remained with the young man. Fifty years later he remembered:

> "I'll never forget that day and that hungry, beaten man begging for food."

The depression years changed the outlook of the younger generation. The confident belief in the future was gone. Fear of poverty made people more security conscious. This was even true of better educated people. *Fortune* magazine reported in 1936 that:

> "The present-day college generation is fatalistic...it will not stick its neck out...it is a cautious, subdued, unadventurous generation." (7)

Twenty years after the worst period of the depression, its effects could still be seen. People wanted security more than anything else. The aim was to get a steady job that offered a good pension.

In the 1950s a well-known comic had a routine in which he poked fun at the desire for security. He would come out in a street cleaner's uniform and explain to his partner:

> "I could have been a doctor but my father said to me, 'Kid, go for the pension.'"

CHECKING UP:

Write in the missing words from the words below. Each word can be used only once. There is ONE extra word.

charity extreme fatalistic
homeless refuse security

1. Fear of poverty made people more ________________ conscious.
2. There were some families who managed to avoid ________________ poverty.
3. The college generation of the 1930s was said to be ________________ .
4. Women in Seattle were seen searching ______________ piles for scraps of food.
5. Private ________________ was said to be preventing hunger among the poor.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. The economic depression after 1929 affected the entire world.

____ 2. The economic depression after 1929 brought great hardships to many American people.

____ 3. The United States had no system of social security in 1929.

____ 4. The economic depression after 1929 changed the outlook of many people.

____ 5. Some families managed to avoid extreme poverty during the depression after 1929.

B. EXAMINING ISSUES

Choose the correct answer.

1. "I am willing to pledge myself that if the time should ever come that the volunteer agencies...are unable to find resources with which to prevent hunger and suffering in my country, I will ask the aid of every resource of the Federal Government."

These words by President Hoover show that he:

____ a. wanted more government action to help those who needed help during the depression.

____ b. believed in government help for the poor only if everything else failed.

____ c. felt the government ought to work with private agencies to help the poor.

2. "...if you wanted to sell 'em a bushel of corn, you had to bring in three cents".

These words by an Iowa farmer show that during the depression:

____ a. farm prices for corn rose slightly.

____ b. many people wanted to try to sell the corn they had raised.

____ c. farmers had to pay to get rid of the corn they had raised.

3. "I could have been a doctor but my father said to me, 'Kid, go for the pension.'"

This joke, told by a comedian, gives us an idea of how:

____ a. people who had lived through the depression felt about the need for security.

____ b. little many people thought about doctors during the depression.

____ c. fathers tried to give advice to their children during the depression.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. List 3 signs of the economic problems faced by Americans during the depression years. Write at least 50 words each about two of those problems and how they affected great numbers of Americans.
2. List two ways in which the economic depression affected the American people. Write at least 50 words telling something about how each affected the American people.

D. LOOKING AHEAD

Americans who are grandparents today were teen agers during the 1930s. Their children heard much about the depression. Their grandchildren often know very little about it. How might this affect the different outlook held by these three generations?

You might discuss this in class.

Lesson 6

Franklin D. Roosevelt and the New Deal

STEP 1

KEY WORDS: Look up these words in the Glossary.

inaugural levied liberal

THINK ABOUT THIS:

1. How did parts of the Democratic platform compare with that of the Republicans?
2. What were the main points made by Franklin D. Roosevelt in his speeches?

READ THIS:

In 1932 the Democratic party nominated Franklin D. Roosevelt as its candidate for president. The program, or platform, of the party appealed to conservative as well as to liberal voters. Democrats sounded much like Republicans when they stated:

> "We favor maintenance of the national credit by a federal budget annually balanced..."

The Democrats also promised to operate the government:

> "...within revenues, raised by a system of taxation levied on the principle of ability to pay."

The proposal to base taxes on the ability to pay meant higher taxes on the rich. That separated Democrats from Republicans. In addition, the Democrats proposed a number of liberal actions. These included the pledge that:

> "We advocate unemployment and old age insurance under state laws..."

This promise came at a time when between 12 million and 15 million workers were jobless. Forty million European industrial workers were protected by unemployment insurance. There was no such protection in the United States.

The promise also came at a time when 7 million Americans were over the age of 65. Only about 320,000 received some sort of pension. All the rest had no pensions in their old age.

Franklin D. Roosevelt set the tone of his campaign in a speech accepting the nomination. He told the delegates and, by radio, the nation:

> "I pledge you, I pledge myself, to a new deal for the American people."

The words "new deal" caught on with the nation's voters. He won nearly 23 million votes to less than 16 million votes cast for Hoover. Roosevelt also carried 42 of the 48 states of the time. It was a crushing defeat for the Republicans who also lost control of both houses of Congress.

The American people wanted action from the new president. Roosevelt did not disappoint them. In his inaugural address he issued a bold appeal for courage by stating:

> "So first of all let me assert my firm belief that the only thing we have to fear is fear itself..."

Mr. Roosevelt left no doubt that he was a new type of president. He told the country:

> "This nation asks for action, and action now."

The new president went on to ask Congress for:

> "...broad executive powers to wage a war against the emergency as great as the power that would be given me if we were in fact invaded by a foreign foe."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. The Democrats were more liberal in their views than the Republicans.

____ 2. Unemployment insurance was more important to workers than old-age pensions.

____ 3. European workers had a better system of unemployment insurance than American workers.

____ 4. President Roosevelt felt that he needed special powers to act against the depression.

____ 5. The Democrats won a crushing victory over the Republicans in 1932.

STEP 2

KEY WORDS: Look up these words in the Glossary.

code collectively dominated
excess opposed reforestation
slaughter survive

THINK ABOUT THIS:

1. What action did President Roosevelt take in regard to the banks?
2. What were some important laws passed during the "Hundred Days" of the New Deal?

READ THIS:

Congress, dominated by Democrats, was more than willing to grant many special powers. President Roosevelt took office on March 4, 1933. He acted to close all banks on March 5. During the next few days they were audited by government examiners. Most of the banks were allowed to reopen under new government regulations. One of President Roosevelt's advisors wrote:

> "The bank rescue of 1933 was probably the turning point of the Depression. When the people were able to survive the shock of having all the banks closed, and then see the banks open up, with their money protected, there began to be confidence...Good times were coming..." (1)

The "bank holiday" marked the start of the "Hundred Days" of the New Deal. From March 9 until June 16, Congress passed fifteen pieces of legislation proposed by President Roosevelt. These included the:

1. EMERGENCY BANKING RELIEF ACT.

This law acted to put the nation's banks on a sound footing.

2. CIVILIAN CONSERVATION CORPS REFORESTATION ACT.

This law enabled 250,000 young people to be enrolled at $30 a month. They stayed in work camps and worked at replanting millions of trees. One young man later recalled that at age 17:

> "I enlisted in the Civilian Conservation Corps. The CCC. I was in the CCC's for six months, I came home for fifteen days, looked around for work, and I couldn't make $30 a month, so I enlisted back in the CCC's...planting trees and building forests...I really enjoyed it. I had three wonderful square meals a day..." (2)

3. FEDERAL EMERGENCY RELIEF ACT.

This law provided for federal grants of funds to states to set up work relief projects.

4. AGRICULTURAL ADJUSTMENT ACT.

This law set up price supports for farm products. Those supports were tied to a plan to limit farm production. Limitation involved "plowing under" certain crops and killing off excess animals. Henry Wallace, the Secretary of Agriculture, was bitterly attacked for this. His assistant recalled:

> "Wallace was actually opposed to crop restriction...[but] hog prices [were]... four, five cents a pound...They decided to slaughter the piggy sows...pregnant

> pigs. They decided to pay the farmers to kill them. They lowered the supply ...and the price immediately went up. Then a great cry went up from the press...about Henry Wallace slaughtering these little pigs." (3)

The criticism of the program went on until 1936. In that year, key parts of the law were declared unconstitutional by the Supreme Court. However, farm income rose from $5.5 billion in 1932 to $8.6 billion in 1935.

5. NATIONAL INDUSTRIAL RECOVERY ACT (NIRA)

This law set up the National Recovery Administration (NRA). The NRA promoted self-regulation based on fair competition codes. These codes were developed by industrial leaders.

In spite of some success, the NRA was not really liked. It led to higher prices, which brought complaints about "NRA prices and Hoover wages." The letters NRA were said by critics to stand for National Run Around and No Recovery Allowed.

The NIRA was declared unconstitutional in 1935. By that time, in the opinion of the government advisor:

> "...the index of industrial production went up remarkably...the NRA changed the climate. It served its purpose." (4)

Section 7a of the NIRA, guaranteed workers the right to:

> "...organize and bargain collectively through representatives of their own choosing."

Section 7a had given a degree of government protection to unions for the first time. Several union leaders launched a campaign that enrolled thousands of workers. That campaign continued after the NIRA was declared unconstitutional.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

_____ 1. The Civilian Conservation Corps did most of its work in cities.

_____ 2. President Roosevelt ordered all banks closed the day after he took office.

_____ 3. The purpose of crop limitation was to raise the price of certain farm products.

_____ 4. The NIRA was declared unconstitutional in 1935.

_____ 5. One section of NIRA guaranteed workers the right to join unions of their own choice.

STEP 3

KEY WORDS: Look up these words in the Glossary.

administered cynicism endeavor
maximum minimum response

THINK ABOUT THIS:

1. What New Deal legislation helped to provide work for the jobless?
2. What protection did the Banking Act of 1933 provide for depositors?
3. What important New Deal legislation was passed after the "Hundred Days" in 1933?

READ THIS:

Another part of the NIRA set up the Public Works Administration. It spent more than $4 billion on 34,000 public work projects. This gave work to thousands of people who built roads, public buildings, and other projects.

CIVIL WORKS EMERGENCY RELIEF ACT

This law gave help to 2.5 million people by 1935. It was replaced in 1935 by the Works

Project Administration (WPA). The WPA reached 3.4 million people by 1936. By the time it ended in 1943 the WPA had:

- given work to a total of 8.5 million people on 1.4 million projects.
- built 651,000 miles of streets, roads, and highways.
- built or improved 124,000 bridges, 125,000 public buildings, 8,100 parks, and 853 airport landing fields.

BANKING ACT OF 1933

This law was passed on the 100th day of the New Deal. One of its most important provisions was for the creation of the Federal Deposit Insurance Corporation (FDIC). It provided insurance on all bank deposits under $5,000. The proposal was hailed by most people. However, the American Banking Association denounced the FDIC provision, calling it: "unsound, unscientific, unjust, and dangerous."

Bankers in 1933 did not like having the government force the banks to set aside reserves and contribute to deposit insurance. They changed their minds over the years. Today all banks stress that they belong to the FDIC which insures deposits under $100,000.

Many additional New Deal laws were passed after 1933. Some of the most important of these laws were the:

SOCIAL SECURITY ACT (1935)

This law provided for:

- unemployment insurance based on a federal tax, but administered by the states.
- old-age and survivors insurance based on a federal tax and administered by the federal government.

FAIR LABOR STANDARDS ACT (1938)

This law provided for minimum wages and a maximum work week. The minimum wage was set at 40 cents an hour for a 40 hour week. More than 750,000 workers received pay raises when the law went into effect! The law was bitterly opposed by many employers who said it would ruin industry. It did not. By 1988 the minimum wage had risen to $3.35 an hour for a 40 hour week.

The New Deal did not solve all the problems of the Great Depression. But it did offer new hope for the nation. It also offered a chance for work and dignity to workers and farmers. Still, there was some cynicism even among those who received its benefits. A high school student in a working class area wrote this "poem" for the school newspaper:

> "Take the alphabet and stir it well.
> Mix with phrases and watch it swell.
> CCC and AAA
> NRA and WPA
> To be quite frank, it really means
> That America is living on bread and beans."

Youthful cynicism was no match for the stirring message of the president. Mr. Roosevelt had captured the heart of the nation when he said:

> "Government has a final responsibility for the well-being of its citizenship. If private co-operative endeavor fails to provide work for willing hands and relief for the unfortunate, those suffering hardship from no fault of their own have a right to call upon the Government for aid; and a Government worthy of its name must make fitting response."

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. The Banking Act of 1933 was the most important law passed that year.

____ 2. The WPA gave work to many people over a period of several years.

____ 3. The minimum wage set in 1938 was much too low.

____ 4. President Roosevelt felt that people suffering hardship had a right to expect help from the government.

____ 5. Bankers did not like the idea of the FDIC in 1933.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Not everyone liked the ideas behind the New Deal.

____ 2. President Roosevelt put the federal government behind efforts to end the depression.

____ 3. Many laws were passed in the first hundred days of the New Deal.

____ 4. The actions taken by the New Deal were different from government actions of the past.

____ 5. Franklin D. Roosevelt made many speeches about the New Deal programs.

B. EXAMINING ISSUES

Choose the correct answer.

1. "...the only thing we have to fear is fear itself."

These words by President Roosevelt meant that he believed:

____ a. Americans were afraid of each other.

____ b. the fear Americans felt was greater than anything that was happening to them.

____ c. Americans were afraid that others would see how afraid they were.

2. "They decided to slaughter the piggy sows. They lowered the supply...and the price immediately went up."

What happened in this case came about because of:

_____ a. the drop in price that follows a rise in supply.

_____ b. the rise in price that is caused by supply going to market.

_____ c. the drop in supply causing a rise in price.

3. "Government has a final responsibility for the well-being of its citizenship."

These words by President Roosevelt meant that the government:

_____ a. had to teach citizenship to the people.

_____ b. was responsible for the way citizens acted.

_____ c. had the job of seeing that its citizens were in a condition of well-being.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. List three important laws passed during the "Hundred Days" of the New Deal. Write 60 words each about 2 of the laws telling why they may have helped overcome the depression.

2. The New Deal period began more than 55 years ago. Write 60 words telling why the New Deal was important. Write another 60 words on what you learned about the New Deal in this lesson that you did not know before.

D. LOOKING AHEAD

Many people feel that the New Deal changed the basis of American government. Perhaps it made government the real partner of the people. Perhaps it brought too much government into the lives of Americans. What do you think?

You might discuss this in class.

Lesson 7

"Infamy" at Pearl Harbor

STEP 1

KEY WORDS: Look up these words in the Glossary.

assets continental fascist
Nazi participate unprecedented

THINK ABOUT THIS:

1. What was the attitude of the United States at the start of World War II?
2. What was Japan's attitude at the start of World War II?
3. How did World War II affect United States politics in 1940?

READ THIS:

The New Deal programs of President Franklin D. Roosevelt began in 1933. The debates about the programs showed the strength of American democracy.

1933 was also the year Adolf Hitler came to power in Germany. The brutal dictatorship of his Nazi party ended democracy in Germany. The Germans then formed an alliance with the fascist government of Italy and the military dictatorship of Japan.

In 1939 Germany invaded Poland. Britain and France came to the aid of Poland and declared war on Germany. The fighting that began in 1939 came to be known as World War II.

The United States was neutral at the start of World War II. However, President Roosevelt always supported Britain and France. That support grew stronger after France was defeated in 1940. Germany now was in control of most of Europe. The United States took several steps to send aid to Britain. *The New York Times*, in supporting such aid, said in 1941 that in the event of a German victory:

> "The conqueror does not need to attempt at once an invasion of continental United States in order to place this country in deadly danger. We shall be in deadly danger the moment British sea power fails..." (1)

Japan did not join its German ally in the war in 1939. However, the German conquests of the Netherlands and France gave Japan greater power in Asia. By 1941 they had extended their influence over the Netherlands East Indies (now known as Indonesia). In 1941 Japan also took over the lands of French Indo-China (now known as Vietnam, Laos, and Cambodia). This was all done without any declaration of war.

The United States and Great Britain struck back at Japan. They did this by "freezing" Japanese assets in Britain and the United States. In addition, the United States and Britain cut off important materials needed by Japan. These materials included scrap metal, oil, aviation fuel, and rubber.

American actions brought the danger of war closer. This set off political charges in the election year of 1940. The Republican party platform stated:

> "The Republican party is firmly opposed to involving this nation in foreign wars." (2)

Wendell Willkie was the Republican candidate for president. He attacked the actions of President Roosevelt and declared:

> "I have a real fear that this Administration is heading for war, and I am against our going to war and will do all that I can to avoid it." (3)

The Democratic party had nominated President Franklin D. Roosevelt for an unprecedented third term. Under fire from the Republicans, the Democratic party platform declared:

> "We will not participate in foreign wars and we will not send our army, naval, or air forces to fight in foreign lands outside the Americas, except in case of attack." (4)

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. Japan did not join with Germany in the war in 1939.

____ 2. The United States did not favor either side during the first years of World War II.

____ 3. The freezing of Japanese assets by Britain and the United States had little effect upon Japan.

____ 4. The Republicans and Democrats both pledged in the 1940 election campaign to keep the nation out of foreign wars.

____ 5. German victories in Europe had the effect of giving Japan greater power in Asia.

STEP 2

KEY WORDS: Look up these words in the Glossary.

condemned mission sortie
verification

THINK ABOUT THIS:

1. What was one important weakness in the Pacific area defenses of the United States?
2. Why did Japan decide to attack the United States?

READ THIS:

President Roosevelt won re-election in 1940. In June, 1941, Germany attacked the Soviet Union and the danger of war grew worse. Tensions were also high in the Pacific area. Japan had invaded China in the 1930s and now pushed deeper. The United States condemned the Japanese actions in China. Japan made no secret of its anger toward the United States. Many American military leaders felt that war with Japan was bound to come.

In spite of the war danger, there were weaknesses in America's defense. One weakness was the failure of the army and navy to work together in the Pacific area. Admiral Husband E. Kimmel led the Navy defense forces in the Pacific, and Lt. General Walter C. Short led the Army defense forces in that area. Each resented the other and they barely spoke.

Kimmel and Short held a meeting in early December, 1941. They discussed sending Army Air Force fighter planes and some troops to Wake and Midway islands. These islands were bases used by the Navy, but they needed air and land protection. A dispute broke out because:

> "...Short hesitated to release them from his control. 'If I man these islands, I must command them,' he declared.
>
> "'Only over my dead body,' retorted Kimmel vigorously, 'The Army should exercise no command over Navy bases...'" (5)

While the American military leaders quarreled, the Japanese moved into action. They felt that they must seize the oil, rubber, and other resources in Asia. This meant taking control away from Britain and other United States allies. To do this, Japan planned a secret attack against the American fleet in Pearl Harbor, Hawaii.

A large Japanese fleet set out on the secret mission. They came close to being discovered on December 7, 1941, the day chosen for the attack. At 6:30 a.m, an American destroyer sank an unidentified submarine. The action took place off the Hawaiian island of Oahu. The main American naval base of Pearl Harbor was located on this island.

The sinking was reported to Admiral Kimmel at about 7 a.m. He did not seem to fully understand what had happened, and he later testified:

> "...we had so many...false reports of submarines in the outlying area, I thought, well, I would wait for verification of the report..." (6)

Meanwhile, the Japanese fleet sailed to about 230 miles off Oahu. There were 6 aircraft carriers, 1 battleship, 353 aircraft, 2 heavy cruisers, and 11 destroyers in that fleet. This was a very powerful strike force.

The Japanese launched their carrier-based aircraft at about 5:50 a.m. A group of these aircraft were spotted at 7 a.m. by an American army radar unit on Oahu. They reported the radar finding to officers on duty who failed to grasp its importance. At about 7:50 a.m. the first Japanese bombers struck Pearl Harbor.

An admiral aboard his ship in the harbor saw the first Japanese bombs explode. He spotted the Rising Sun insignia on the attacking airplanes and shouted:

> "'Japanese! Man your stations!' and ordered the alarm to be sounded: 'All ships in harbor sortie.'" (7)

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. The United States fleet was not as strong as the Japanese fleet.

____ 2. American army and navy leaders in the Pacific did not work together.

____ 3. Japan continued its invasion of China in spite of American feelings about that action.

____ 4. American military and naval forces had several chances to be aware of the Japanese attack before it took place.

____ 5. The Japanese hoped to destroy American air and naval forces in the Pacific area.

STEP 3

KEY WORDS: Look up these words in the Glossary.

grim infamy moored
strafing

THINK ABOUT THIS:

1. What effect did the attack on Pearl Harbor have on the American fleet?
2. Why did President Roosevelt refer to the day of the attack as a day that would live in infamy?

READ THIS:

Most of the United States Pacific fleet was in the harbor. The ships were anchored side by side in typical peacetime formation. The battleships were the main Japanese targets. They had also hoped to hit the aircraft carriers. Luckily, none of the three Pacific fleet aircraft carriers was in Pearl Harbor.

The tightly packed ships in the harbor were easy targets. An admiral later reported:

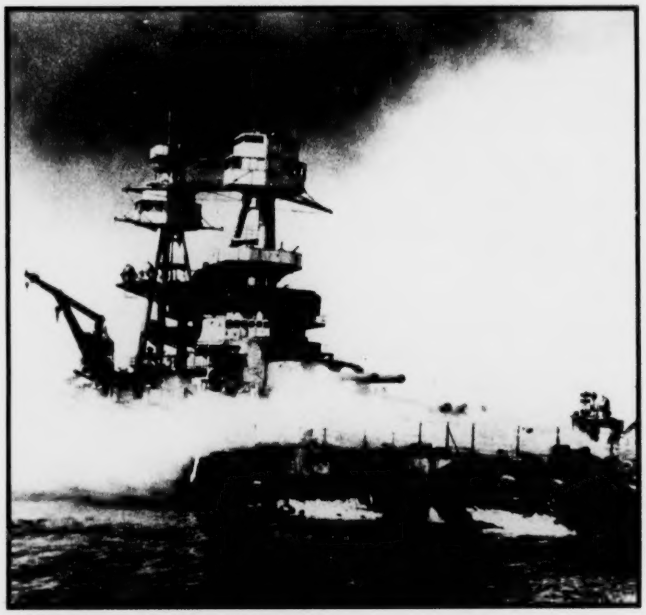
> "A torpedo hit Oglala and Helena, which were moored abreast... Meanwhile, planes were strafing as well as bombing. I saw four battleships hit with bombs and fires break out. I saw one battleship turn over..." (8)

In the midst of the terror and horror of the attack, many brave acts took place. The battleship West Virginia was hit and its captain badly wounded. A black mess attendant, Dorie Miller, carried the captain out of danger but the captain soon died. Miller then took over a machine gun and, in the words of one officer, began:

> "...blazing away as though he had fired one all his life." (9)

The United States Navy at that time only permitted blacks to serve as dining hall, or "mess," attendant. In spite of that, Dorie Miller's acts of bravery earned him the Navy Cross, the second highest Navy medal. He later died in 1943 when, still a mess attendant, a ship he was on was sunk by a Japanese torpedo.

The bombing was a disaster for the Americans. Eight battleships were sunk or badly damaged. Three light cruisers and four other navy vessels were also sunk or damaged. 2,403 Americans were killed and 1,178 wounded. More than 350 navy and air force warplanes were destroyed or badly damaged.



USS Nevada burning after Japanese attack on Pearl Harbor *Official US Navy Photo*

Admiral Kimmel rushed from his home when the bombing began. As he stood on his lawn a neighbor looked at him. She later recalled that the admiral watched:

> "...in utter disbelief and completely stunned...[his face] as white as the uniform he wore."(10)

Admiral Kimmel's long career came to an end soon after. He and General Short were blamed for the disaster. The Japanese, on the other hand, were overjoyed at their success. A Japanese naval officer wrote in his diary on December 8 that the navy had:

> "...achieved a great success...by the Pearl Harbor attack...which could only be done by the Imperial Navy...Oh, how powerful is the Imperial Navy!" (11)

The Pearl Harbor attack was grim news to Americans. There could be no doubt that it meant war with Japan. It was also certain to lead to war with Japan's allies, Germany and Italy. The day after the attack, on December 8, President Franklin D. Roosevelt addressed the Congress. He called for war against Japan in his remarks which included these words:

> "Yesterday, December 7, 1941—a date which will live in infamy—the United States was suddenly and deliberately attacked by naval and air forces of the Empire of Japan...The United States was at peace with that nation...Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States...delivered to the Secretary of State a formal reply to a recent American message...the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace."

That same day the Congress of the United States declared war on Japan.

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F) or NOT INDICATED (N) in the reading selection?

____ 1. The Japanese did not hit many American ships at the start of the attack on Pearl Harbor.

____ 2. American aircraft carriers were not in Pearl Harbor at the time of the Japanese attack.

____ 3. The Japanese thought that the battleships in Pearl Harbor were more important than aircraft carriers.

____ 4. President Roosevelt blamed Japan for the attack on Pearl Harbor.

____ 5. The Japanese felt they had a right to attack Pearl Harbor without a declaration of war.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Germany, Italy, and Japan formed an alliance in the 1930s.

____ 2. Tensions between Japan and the United States worsened before 1941.

____3. Japan wished to destroy American military and naval power in the Pacific area.

____ 4. The Japanese attack on Pearl Harbor was carried out mainly by aircraft.

____ 5. The Japanese attack on Pearl Harbor caught the United States by surprise

B. EXAMINING ISSUES

Choose the correct answer.

1. "The army should exercise no command over Navy bases..."

These words by Admiral Kimmel show that:

____ a. the Navy felt it was stronger than the Army.

____ b. the Army and Navy forces in the Pacific were not working together.

____ c. the admiral felt the Navy should have command over the Army.

2. "We shall be in deadly danger the moment British sea power fails..."

These words expressed the feeling held by:

____ a. Japanese military leaders.

____ b. many of Japan's allies.

____ c. many Americans.

3. "...we had so many...false reports of submarines in the outlying area. I thought, well, I would wait for verification of the report..."

These words by Admiral Kimmel show that he:

____ a. did not believe an attack by Japan was about to take place.

____ b. trusted the Japanese not to attack.

____ c. did not keep track of earlier reports.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. List 3 events that took place before the Pearl Harbor attack that may have affected relations between Japan and the United States. Write at least 50 words each about 2 of those events.

2. In your opinion, why did Japan decide to attack Pearl Harbor? To what extent were they successful, and in what sense was the attack a failure? Write a total of at least 100 words on these questions.

D. LOOKING AHEAD

It has been argued that the United States, led by President Roosevelt, took actions that forced Japan to attack. Those who disagree with this view point out that Japan had a long record of warlike actions in Asia before Pearl Harbor. Was the United States partly to blame, or was Japan totally at fault in its attack at Pearl Harbor? You might discuss this in class.

Lesson 8

"D–Day" in France

STEP 1

KEY WORDS: Look up these words in the Glossary.

assault intelligence isolation
postponement prevail reliable

THINK ABOUT THIS:

1. Why did the Allies plan to invade western Europe?
2. What was General Eisenhower's job in the planned invasion?

READ THIS:

The Pearl Harbor attack on December 7, 1941, led to war between Japan and the United States. Four days later, Japan's allies, Germany and Italy, declared war on the United States. The United States was now an ally of Great Britain and the Soviet Union against Germany and Italy. The United States and Great Britain were also allies against Japan. The Soviet Union was not yet at war with Japan.

In 1942 and 1943 American, British, and Free French forces drove German troops out of North Africa. After many defeats the Soviet army pushed the German army back on the eastern front. The way was now open for the planned Allied invasion of Europe.

The Germans controlled most of Western Europe. They knew an invasion by British and American troops was being planned. It would take place from England, across the English Channel. However, it was not clear to the Germans where the troops would land in France. A German general later wrote:

> "Very little reliable news came out of England. (Intelligence) gave us reports of where, broadly, the British and American forces were assembling in Southern England...But they found out very little beyond that...nothing we learnt gave us a definite clue where the invasion was actually coming."(1)

The allied forces were commanded by General Dwight D. Eisenhower, an American. There were several million Allied troops in England. The plan was for them to land in Normandy, an area in northern France. A date for the invasion, to be called D-Day, was set for some time in early June, 1944.

The three days in June when all conditions would be right were June 5, 6, or 7. The date chosen was June 5 but bad weather forced a postponement. Ships ready to sail had to turn back to port. Many small craft, loaded with seasick soldiers, tossed about the rough seas.

Another weather report on June 5 stated that:

> "A new weather front had been spotted which...would move up the Channel within the next few hours and cause a gradual clearing over the assault areas ...(these) conditions would prevail for just a little more than twenty-four hours..."(2)

It was now up to General Eisenhower to decide whether to risk an invasion on June 6. A general who watched Eisenhower make the decision was struck by the:

> "...isolation and loneliness of the Supreme Commander...The minutes ticked by...Then Eisenhower, his face strained, looked up and announced his decision. Slowly, he said, 'I am quite positive we must give the order...'"(3)

The orders for the invasion went out at once. Now there was no turning back. Tens of thousands of lives hung in the balance.

General Eisenhower with troops just before the D-Day Invasion

US Army Photo, Dwight D. Eisenhower Library

An airborne attack by paratroopers was planned. It would take place the evening before the seaborne landings on D-Day. General Eisenhower visited one unit of paratroopers before they boarded their aircraft. He spoke to them briefly. His words were more of a personal greeting than a military exchange.

"What is your job, soldier?"
"Ammunition bearer, sir."
"Where is your home?"
"Pennsylvania, sir."
"Did you get those shoulders working in a coal mine?"
"Yes, sir."
"Good luck to you tonight, soldier."[4]

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

____ 1. The Germans had very little exact information about the Allied invasion plans.

____ 2. There were only certain times when conditions would be right for an invasion.

____ 3. General Eisenhower did not know much about the science of forecasting the weather conditions.

____ 4. The Americans in the first wave of the invasion suffered very few casualties.

____ 5. The Allied invasion caught the Germans by surprise.

STEP 2

KEY WORDS: Look up these words in the Glossary.

feint Normandy

THINK ABOUT THIS:

1. Why were the Germans unable to stop the Allied invasion force?

2. What effect did the success of the invasion have upon German soldiers?

READ THIS:

More than 13,000 paratroopers jumped into enemy territory in France that night. Only seven lost their courage and refused to make the jump. It is hard to blame them since more than half the paratroopers were expected to die that night. What is amazing is the courage of the thousands who defied the odds and jumped.

Meantime, hundreds of ships set out across the channel. There were 176,000 troops in the first assault. They were carried on 4,000 invasion craft and supported by 600 warships. Eleven thousand allied aircraft roared over the battlefield. As the Americans poured onto the shores of Normandy in France:

> "Private David Silva saw the men in front of him being mowed down as they stepped off the ramp...Silva felt like a 'pigeon in a trap shoot'...(he) waded on, determined to make the sands ahead. He finally pulled himself up on the beach and dashed for the shelter of the sea wall, completely unaware that he had been wounded twice..." (5)

Heavy enemy fire pinned down many of the Americans down on the beach. Trying to move forward seemed to be impossible. At one point a colonel led the advance by shouting:

> "Two kinds of people are staying on this beach, the dead and those who are going to die– now let's get...out of here." (6)

The Allied D-Day invasion caught the Germans by surprise. They had an important reserve force of several tank divisions. However, these tanks could not be moved without Hitler's permission. The chief of staff of the German commander later stated:

> "...I telephoned...and asked for (the tanks)...But Jodl, speaking for Hitler, refused to do so. He doubted whether the landings in Normandy were more than a feint, and was sure that another landing was coming..." (7)

In spite of many problems, the D-Day landings were a success. An American reporter wrote:

> "I didn't arrive on the beachhead until the morning after D-Day...It seemed to me a pure miracle that we ever took the beach at all..." (8)

What struck the reporter most was the sight of German prisoners.

> "The expression on their faces was something forever unforgettable. In it was the final, horrified acceptance of their doom." (9)

The Allied forces moved swiftly inland after D-Day. In spite of German resistance, the Allies scored several important victories. Within a few weeks Field-Marshal von Rundstedt, the German commander in Normandy, felt the war was lost.

> "When asked one day...'What shall we do?' Rundstedt retorted: 'End the war! What else can you do.'" (10)

The Germans did not end the war and von Rundstedt was dismissed by Hitler. The war would go on for another year. However, the fate of Nazi Germany was decided on June 6, 1944– D-Day.

CHECKING UP:

Is each of the following statements a FACT (F) and OPINION (O)?

____ 1. The Allies proved to be better soldiers than the Germans on D-Day.

____ 2. Hitler did not release the tanks held in reserve by the German army.

____ 3. The D-Day invasion caught the Germans by surprise.

____ 4. It was expected that more than half the paratroopers would be killed on D-Day.

____ 5. The success on D-Day opened the way for Allied success later.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selections.

____ 1. June 6, 1944 was D-Day in Europe.

____ 2. The Allied plan was to land troops in France to defeat the Germans.

____ 3. The Allied leadership for D-Day was in the hands of General Eisenhower.

____ 4. There was fierce fighting on the French beaches on D-Day.

____ 5. The Germans tried to defend the beaches on D-Day.

B. EXAMINING ISSUES

Choose the correct answer.

1. "The expression on their faces was something forever unforgettable. In it was the final, horrified acceptance of their doom."

A reporter used these words to describe:

___ a. paratroopers getting ready to jump.

___ b. German prisoners taken on D-Day.

___ c. American soldiers under heavy fire on the beaches.

2. "I am quite positive we must give the order..."

These were the words spoken by:

____ a. the German commander who asked for more tanks.

____ b. Allied leaders when they planned the D-Day invasion.

____ c. General Eisenhower when he approved a landing for June 6.

3. "He doubted whether the landings in Normandy were more than a feint..."

The person who had these doubts was:

____ a. General Eisenhower.

____ b. Adolph Hitler.

____ c. Field-Marshal von Rundstedt.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. What do you think were 3 problems facing the Allies in their plan to invade western Europe? Write at least 50 problems.

2. What do you think was the reason for the Allied invasion of western Europe? List 3 things that helped to make the invasion a success and write at least 30 words each about two of them.

D. LOOKING AHEAD

D-Day was more than forty years ago. It was the world in which your grandparents lived. What does the D-Day story tell us about that time that could be useful to us today? Are there any lessons from that time that could be useful to us today?

You might discuss this in class.

Lesson 9

Atomic Horror at Hiroshima

STEP 1

KEY WORDS: Look up these words in the Glossary.

anticipate contamination demolish
impact intensified prescribe
radioactive sampan

THINK ABOUT THIS:

1. Why did the United States consider using an atomic bomb against Japan?

2. What was the effect of the atomic bomb on the city of Hiroshima?

READ THIS:

With the defeat of Germany in May, 1945, the war in Europe was over. The United States now turned to the task of defeating Japan. Americans troops had already retaken important Pacific islands from Japan. They had also crushed the Japanese navy and air forces. American bombers fire-bombed several Japanese cities, causing great damage and loss of life. In spite of this, Japan showed no signs of surrendering.

It seemed that Japan would have to be invaded and defeated by American troops. After the war ended, an American scientist reported that the commanding general in the Pacific had:

> "...anticipated about 50,000 American casualties and several times that number of Japanese casualties...to establish the initial beachheads..." (1)

After the losses in the first landings in Japan, the United States military leaders:

> "...expected a far more costly struggle before the Japanese homeland was subdued." (2)

Henry L. Stimson, the Secretary of Defense, wrote in 1947 that:

> "We were planning an intensified sea and air blockade...to be followed...by an invasion of the main island [of Japan]...The total U.S. military and naval force involved in this grand design was of the order of 5,000,000 men..."(3)

If such an invasion of Japan took place, the cost in lives would be very high.

> "...such operations might be expected to cost over a million casualties, to American forces alone..." (4)

Fear of heavy casualties led the United States to consider using a secret weapon it held. That secret weapon was an atom bomb. Such a bomb gets its power from the sudden release of nuclear energy. It is hundreds of times more powerful than even the largest bombs used in World War II.

The first atom bomb was secretly tested in New Mexico in July, 1945. It shocked even the scientists who had constructed it. The bomb produced great heat and a shock wave that could demolish most of a city. Not so well understood at the time was that it also produced radioactive contamination of land, water, and air. Such contamination could cause illnesses and death to great numbers of people.

After the first test the United States still had two more atom bombs. Only a few people knew about the bombs and their power. The question of whether to use this terrible new weapon was debated by them. President Roosevelt died on April 12 1945. His death brought Vice President Harry S. Truman to the presidency. In the end, it was President Truman, the new commander-in-chief, who made the decision. He later recalled:

> "The final decisions of where and when to use the atom bomb was up to me... In deciding to use this bomb I wanted to make sure it would be used as a weapon of war in the manner prescribed by the laws of war. That meant that I wanted it dropped on a military target..." (5)

An atom bomb was put aboard a bomber named the Enola Gay. It took off from Tinian Island in the Pacific at 2:45 a.m. on August 6. At about 8:15 a.m. the plane was over the city of Hiroshima, the target area. After the war it was felt that Hiroshima was not really a military target.

The bomb fell upon a city completely unprepared for the disaster that followed. A year later one of the survivors told an American reporter:

> "The morning was still; the place was cool and pleasant. Then a tremendous flash of light cut across the sky...It seemed a sheet of sun...a fisherman in his sampan...saw the flash and heard a tremendous explosion; he was nearly twenty miles from Hiroshima." (6)

Fifteen years after the Hiroshima bombing, a Japanese victim recalled:

> "I was looking up in the sky, trying to spot the airplane. Then I saw a big flash in the sky...I must have been blown away by the impact. When I regained my consciousness, I couldn't find any of my friends. They were either blown to bits or burned..." (7)

Another survivor, who was only eleven years old in 1945, later remembered:

> "I was in my home, which happened to be a very protected kind of shelter... with very thick walls and beams. The thick walls protected me against the effects of radiation..." (8)

She could not find her family.

> "A few days after the bomb fell, I was looking for my mother...People were barely having food to eat for themselves, and clothing...I was well enough to be on my feet, but almost all the others I saw were laying in the spaces, in schoolyards, and other public places." (9)

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. Japan was a greater military power than Germany.

____ 2. American military leaders anticipated heavy losses in any invasion of Japan.

____ 3. The atom bomb was developed in secret by the United States.

____ 4. President Truman made the final decision about dropping the atom bomb.

____ 5. The use of the atom bomb by the United States was a mistake.

STEP 2

KEY WORDS: Look up these words in the Glossary.

arch-enemy atrocities estimation
massive reactions

THINK ABOUT THIS:

1. What was the effect of the atom bomb on Hiroshima?
2. What feelings did the Japanese have about the use of the atom bomb?
3. What feelings did Americans have about the use of the atom bomb?

READ THIS:

Many Japanese cities had been badly bombed before the Hiroshima attack. In March, 1945, a fire-bomb attack on Tokyo had killed about 83,000 people. Bombing raids were horrible, but the world had never seen such massive destruction by one bomb.

Atomic Horror at Hiroshima

A single atomic bomb was dropped on Hiroshima. It destroyed 4 square miles of the city area and killed more than 60,000 people. Tens of thousands of others were badly burned or suffered the effects of radiation. Many died in the next days, weeks, and months. A total of 150,000 people were killed or wounded out of a total population of 350,000 in Hiroshima.

The Japanese knew the war must end but the military leaders still held out. Three days later, on August 9, a second atom bomb was dropped on the city of Nagasaki. About 35,000 people were killed. The next day the Japanese government offered to surrender if the Emperor could remain on the throne. On August 15 the surrender went into effect.

Reactions to the use of the atom bomb were mixed. An American scientist who had worked on the atom bomb later recalled:

> "A brother of mine, who had two years flying P-38s in the South Pacific had volunteered for an invasion of Japan... A couple of weeks after V-J day, he said...'You saved my life. We figured... on at least a million casualties...Yes, it's terrible, but don't you realize what we were doing in Japan? We were all out fire-bombing.' In his estimation, that atomic bomb was no worse." (10)

In spite of what his brother said, the scientist had some doubts. He felt no regrets about working on the atom bomb but later said about the bombing:

> "I still regret how it was done. I realize that a threat was not enough. It had to be dropped somewhere. But there were other places they could have dropped it without such a terrible loss of life." (11)

The Japanese military had committed many atrocities during the war. Many of these actions were not known to the ordinary Japanese at home. They did not know that most Americans looked upon the bombing as a proper war act. The Japanese saw themselves as victims of a cruel act by the Americans.

Ten days after the bombing of Hiroshima, a Tokyo newspaper wrote:

> "This is not war; this is not even murder...This is a crime against God and humanity...What more barbarous atrocity can there be than to wipe out at one stroke the population of a whole city..." (12)

The newspaper concluded by declaring:

> "Japan must proclaim to the world its protest against the United States, which has made itself the arch-enemy of humanity." (13)

There was also criticism from some Americans. *The Christian Century*, a Protestant journal printed in Chicago, wrote in August 22, 1945:

> "...there was no military advantage in hurling the bomb upon Japan without warning. The least we could have done was to announce to our foe that we possessed the atomic bomb...it would have been a simple matter to select a demonstration target in the enemy's own country...where the loss of human life would be at a minimum." (14)

The question of whether the atom bomb should been dropped is still being debated. President Truman, who gave the order, never had any doubts. In 1959 he told a group of university students:

> "I was there. I did it. I would do it again." (15)

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

____ 1. Most Americans did not know about the fire bombs being dropped on Japan.

____ 2. Japanese military leaders were ready to surrender after the first atom bomb was dropped on Hiroshima.

____ 3. Some Americans felt it would have been better to demonstrate the power of the bomb, rather than to have used it.

____ 4. The power of the atomic bomb shocked even the scientists who had built it.

____ 5. President Truman was not sure that he should have ordered the use of the atom bomb.

SKILLS EXERCISES

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Japan was bombed very often by American airplanes.

____ 2. Fear of heavy invasion losses led the United States to use the atom bomb.

____ 3. The testing of the atom bomb was a shock to scientists.

____ 4. President Truman as commander-in-chief made the decision to use the atom bomb.

____ 5. The atom bomb was a new and more deadly type of weapon than any ever used in the past.

B. EXAMINING ISSUES

Choose the correct answer.

1. "This is not war; this is not even murder...This is a crime against God and humanity..."

These words show the feelings of:

____ a. the United States about the actions of Japan during the war.

____ b. the Japanese about the use of an atom bomb by the Americans.

____ c. President Truman about the possible use of an atom bomb.

2. "...such operations might be expected to cost over a million casualties..."

These were the feelings of:

____ a. Japanese officers about the losses if an atom bomb was ever used.

____ b. American officers about Japanese losses if an atom bomb was ever used.

____ c. American officers if it became necessary to invade Japan.

3. "I was there. I did it. I would do it again."

These words show the feelings of:

____ a. scientist who made the atom bomb.

____ b. Japanese who tried to help those injured at Hiroshima.

____ c. President Truman.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the folowing short essays.

1. Pretend you are an advisor to President Truman in 1945. Give two reasons for using the atom bomb and write at least 75 words explaining those reasons.

2. Pretend you are an advisor to President Truman in 1945. Give two reasons for NOT using the atom bomb and write at least 75 words explaining those reasons.

D. LOOKING AHEAD

Atom bombs were only used at Hiroshima and Nagasaki. The nations of the world have debated whether their use was really necessary. Should the United States have used the atom bomb? Could other means have been used to get Japan to surrender?

You might discuss these questions in class.

Lesson 10

The Cold War, the Truman Doctrine, and the Marshall Plan

STEP 1

KEY WORDS: Look up these words in the Glossary.

descended
guerrilla
dictatorship
propaganda
unanimous
diplomatic
satellite

THINK ABOUT THIS:

1. How did President Truman feel about the Soviet Union?
2. What did Mr. Churchill mean when he spoke of an "Iron Curtain?"
3. What was the situation in Greece in 1947?

READ THIS:

The United States, Britain, and the Soviet Union were allies in World War II. There were, however, many tensions among the allies. Winston Churchill, the British Prime Minister was very suspicious of the Soviet Union. He felt that the Soviet Union, led by Joseph Stalin, wanted to spread the ideas of communism after the war.

President Roosevelt shared some of the British feelings. However, he felt that the United States could control the Soviet Union. In spite of this, there were signs that serious problems would arise when the war ended.

When President Roosevelt died on April 12, 1945, the war in Europe was nearly ended. The new president, Harry S. Truman shared many of the British feelings about the Soviet Union.

Soon after he was sworn in as president, Mr. Truman told his Secretary of State:

> "We must stand up to the Russians at this point and not be easy on them." (1)

By the time the European war ended in May, 1945, tensions had worsened. At a meeting of the British, American, and Soviet leaders a bitter quarrel broke out. President Truman attacked the Soviet Union for not keeping its pledges regarding Europe's future. The Soviet representative, Molotov, protested and said:

> "I have never been talked to like that in my life."

Truman replied:

> "Carry out your agreements and you won't get talked to like that." (2)

The United Nations (U.N.) was formally organized in 1945 to keep the peace. It was founded by 50 nations. Today the United Nations has 159 members.

The "Big Five" members of the U.N. in 1945 were the United States, the Soviet Union, Britain, China, and France. Their unanimous agreement was needed for any actions to be taken by the U.N. This soon led to a number of disagreements among the former allies.

The Soviet Union led one group of nations, mainly from eastern Europe. These nations included Yugoslavia, Poland, Czechoslovakia, Bulgaria, Romania, and Albania. They were dominated by the Soviet Union and shared its pro-communist outlook. They felt that the United States wanted to overthrow their governments.

The United States led another group of U.N. nations. It included Britain, France, Italy, Greece, Belgium, and The Netherlands. These nations were strongly anti-communist. They believed the Soviet Union and its satellite allies threatened the peace of Europe and the world.

President Truman was especially bitter toward the Soviet Union. In January, 1946, he wrote his Secretary of State:

> "Unless Russia is faced with an iron fist and strong language, another war is in the making. Only one language do they understand- 'How many divisions have you?'...I'm tired of babying the Soviets." (3)

An actual "hot" or shooting war was avoided. Instead, a "Cold War" developed. It was fought with words on the diplomatic and propaganda fronts. The Cold War received the complete support of Winston Churchill. He had been the Prime Minister of Great Britain during World War II. Churchill's political party lost power in 1945 but he was still a great popular figure.

In March, 1946, Churchill went with President Truman to Fulton, Missouri. In a speech in the city Churchill drew attention to the spread of Soviet control over parts of Europe. He said:

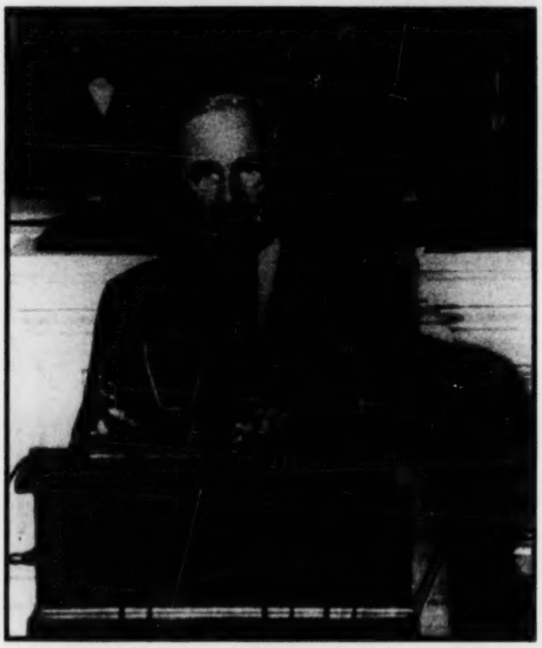
> "From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent." (4)

The expression "Iron Curtain" became the common term used to describe the dictatorship governments of the Soviet Union and its satellite allies.

President Truman felt that action was needed to limit the influence of communism in Europe. He believed the main communist threats were in Greece and Turkey. Greece had been conquered by Germany during World War II. Many Greeks had joined guerrilla groups to help liberate Greece. These groups held very different political views. Even as they fought the Germans, these guerrillas often fought each other.

After the Germans were defeated, a civil war broke out in Greece. The British gave their support to anti-communist Greek forces. However, the British were in poor financial shape. By February, 1947, they were ready to pull out of Greece. President Truman decided that "Greece needed aid and needed it quickly."

Harry S. Truman Library



President Truman Addressing Congress

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. President Truman did not trust the Soviet Union.

____ 2. Many tensions existed among the allies during World War II.

____ 3. The Cold War existed before World War II.

____ 4. President Truman accused the Soviet Union of extending an "iron curtain" across Europe.

____ 5. Greece and Turkey were under the influence of the Soviet Union after World War II.

STEP 2

KEY WORDS: Look up these words in the Glossary.

chaos essential Near East
neutralist perpetuate primarily
stimulate substantial

The Cold War, the Truman Doctrine and the Marshall Plan

THINK ABOUT THIS:

1. What was the Truman Doctrine?
2. What was the Marshall Plan?
3. What did the Truman Doctrine and the Marshall Plan have to do with the Cold War?

READ THIS:

President Truman moved swiftly to prevent a possible communist takeover in Greece. On March 12, 1947, the president delivered his proposal to Congress. His speech was the basis for the "Truman Doctrine" that developed. In that speech the president declared:

> "The United States has received from the Greek Government an urgent appeal for financial and economic assistance...I do not believe that the American people and the Congress wish to turn a deaf ear to the appeal of the Greek Government."

Mr. Truman then went on to warn:

> "The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists...Greece must have assistance if it is to become a self-supporting and self-respecting democracy..."

The president also directed attention to Turkey, a neighbor of Greece. The Turks had favored Germany during World War II but had remained neutral. Mr. Truman declared:

> "The future of Turkey as an independent and economically sound state is clearly no less important...than the future of Greece...We are the only country able to provide that help..."

The help Mr. Truman had in mind was spelled out in the next sentence:

> "I therefore ask the Congress to provide authority to Greece and Turkey in the amount of $400,000,000 for the period ending June 30, 1949."

The Truman Doctrine meant that the United States would give financial military aid to anti-communist nations. This aid helped the Greek government put down the communist forces in the civil war. It did not, however, bring a truly democratic government to Greece. That would not come until many years later.

The Truman Doctrine dealt only with Greece and Turkey. It placed heavy emphasis on military aid. The United States felt there was also a need to help Europe's economic system. Without such help Europe might turn to a communist economic system.

The program for aiding Europe's economy was put forth by Secretary of State George C. Marshall. On June 5, 1947, he spoke at Harvard University and declared:

> "The truth of the matter is that Europe's requirements for the next 3 or 4 years of foreign food and other essential products—primarily from America—are so much greater than her present ability to pay that she must have substantial additional help..."

Secretary Marshall outlined the program in these words:

> "Our policy is not directed against any country or doctrine but against hunger, poverty, desperation, and chaos..."

The program was declared to be open to all nations, and:

> "...any government that is willing to assist in the task of recovery will find full cooperation...on the part of the United States Government..."

However, the Secretary went on:

> "Any government which maneuvers to block the recovery of other countries cannot expect help from us. Furthermore, governments political parties, or groups which seek to perpetuate human misery in order to profit therefrom politically or otherwise will encounter the opposition of the United States."

The Cold War, the Truman Doctrine and the Marshall Plan

The Truman Doctrine and Marshall Plan played important parts in the Cold War. Before it ended, the Truman Doctrine funds given to Greece and Turkey rose to a total of about $700 million. It served to involve the United States more closely in what is known as the Near East.

Much greater sums of money were spent by the United States in the Marshall Plan. Its purposes were to stimulate world trade and improve living conditions in post-war Europe. In the period from 1948 to1952 the United States gave over $12 billion in Marshall Plan aid to European nations.

Marshall Plan aid helped greatly in restoring the economies of many nations of Europe. However, those were nearly all anti-communist nations. The pro-Soviet nations refused to ask for aid, except for Yugoslavia. By 1948 Yugoslavia had split away from the pro-Soviet nations of Europe.

The Truman Doctrine and Marshall Plan were only two elements in the Cold War. Fierce disputes in the United Nations also were a feature of the Cold War.

The Cold War divided much of the world into two groups. The pro-communist group was led by the Soviet Union. The second group was the anti-communist nations led by the United States. There was, however, a third very important group. These were the neutralist nations that did not directly take sides in the Cold War. The neutralist nations included India, Yugoslavia, Indonesia, and many of the new nations of Africa.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. Many new African nations were neutral in the Cold War.

____ 2. Yugoslavia asked for and was given Marshall Plan aid.

____ 3. The Marshall Plan was not as important as the Truman Doctrine.

____ 4. President Truman was more interested in helping Greece than in helping Turkey.

____ 5. The United States spent more money in the Marshall Plan than it spent under the Truman Doctrine.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. The United States, Britain, and the Soviet Union were allies in World War II.

____ 2. The Cold War developed as the result of tensions between the United States and its allies and the Soviet Union and its allies.

____ 3. Winston Churchill accused the Soviet Union of dropping an "iron curtain" across Europe.

____ 4. The Truman Doctrine and Marshall Plan were features of the Cold War.

____ 5. The United States provided the money needed for the Truman Doctrine and the Marshall Plan.

B. EXAMINING ISSUES

Choose the correct answer.

1. "...an iron curtain has descended across the Continent."

These words by Winston Churchill were meant to warn:

____ a. the Soviet Union that there were armed forces ready to stop any Soviet invasions.

____ b. the world of the dictatorships of the Soviet Union and its allies in much of Europe.

____ c. the world that a new war was very near.

2. "The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists..."

These words formed the basis for the:

____ a. Marshall Plan.

____ b. forming of neutralist nations.

____ c. Truman Doctrine.

3. "...any government that is willing to assist in the task of recovery will find full cooperation...on the part of the United States Government..."

This statement is an important part of the:

____ a. Marshall Plan.

____ b. Truman Doctrine.

____ c. both of the above.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. The Cold War is said to have been a "war" fought with words rather than with bullets. What does this mean? What were the reasons for the Cold War and what were some of the dangers that might be involved in it? Write your answers in at least 100 words.

2. What purposes did the United States have in giving large sums of money for the Truman Doctrine and Marshall Plan? To what extent were those purposes different and to what extent were they alike? Write your answers in at least 100 words.

D. CAUSE AND EFFECT

Match the EFFECTS in Column B with the CAUSES in Column A. Each EFFECT can be matched with only one CAUSE, but there is one extra EFFECT in Column B.

Column A (EFFECT)	Column B (CAUSE)
____ 1. Cold War	a. fear of loss of Greece to communists
____ 2. Iron Curtain	b. desire to aid the recovery of Europe from World War II
____ 3. Marshall Plan	c. disagreements among former World War II allies
____ 4. Truman Doctrine	d. rise of the neutralist nations
	e. dictatorship by the Soviet Union and its allies across much of Europe

E. LOOKING AHEAD

The value of the Cold War has been debated since it began. Today much of the spirit of the Cold War has ended and there is a greater sense of cooperation between the Soviet Union and the United States? What evidence can we see of this? Do you feel there is still a need for at least part of the Cold War spirit?

You might discuss this in class.

Lesson 11

John F. Kennedy and a Dream of "Camelot"

STEP 1

KEY WORDS: Look up these words in the Glossary.

bigotry chivalry emergence
legend nominate opponent
orbit parishioners prelate
prestige tragedy

THINK ABOUT THIS:

1. What is the meaning of the Camelot legend?
2. What sort of person was John F. Kennedy?
3. What were Kennedy's beliefs in regard to religion and politics?

READ THIS:

"Don't let it be forgot
That once there was a spot
For one brief shining moment
That was known
As Camelot." (1)

These words were part of a 1960 hit song from the musical play "Camelot." It dealt with the legend of King Arthur and the Knights of the Round Table. King Arthur was said to have ruled Britain from a place called Camelot. It was a place filled with adventure, chivalry, joy, and tragedy. Camelot was where brave knights and charming ladies served the gallant King Arthur. In the end they were defeated, but the spirit of Camelot remained.

The success of "Camelot" on Broadway in 1960 matched the emergence of John F. Kennedy. He was a leading contender for the Democratic party nomination for president. Kennedy was only forty-three years old. If nominated and elected, he would be the youngest president in the history of the United States. His Republican opponent would be Richard M. Nixon. Mr. Nixon served as vice president during the two terms of President Dwight D. Eisenhower.

Since 1953, Eisenhower had been a very popular president. During his two terms in office there was a sense of self-satisfaction among Americans. They had felt they were the leaders of the world. But their confidence had been shaken on October 5, 1957. That was the day the Soviet Union launched the first artificial satellite in space.

The 184 pound Soviet satellite, named "Sputnik" travelled in an orbit around the earth. It beamed a sound that could be heard in all parts of the world. The sound of "Sputnik" was felt by many Americans to challenge the prestige of the United States.

John F. Kennedy

John F. Kennedy was quick to take up the challenge. He charged that the United States had fallen behind in the race for world power and influence. Kennedy declared himself ready to lead an effort to regain world leadership and announced:

> "I run for the Presidency because I do not want it said that the years when our generation held political power... were the years when America began to slip."

Kennedy had been a war hero, a member of Congress, and was a United States Senator. But he was still very young. Questions were asked whether he was qualified to be president. In addition, Kennedy faced the problem of religious bigotry. He was a Catholic and no Catholic had ever been elected president of the United States. Could he meet that challenge?

One of Kennedy's close friends has recalled a crisis during the primary election campaign in 1960. In a primary election the members of a party can vote for their choice for the nomination. Some of Kennedy's advisors, including his father, Joseph Kennedy, did not want him to enter the primary in West Virginia. It was supposed to be a very anti-Catholic state.

But Kennedy decided to take the chance to show that religion was not a major issue. He was proven correct when he won the West Virginia primary. However, the issue of religion remained a part of the campaign. Kennedy met it directly when he told a meeting of Texas ministers:

> "I believe in an America where the separation of Church and State is absolute...where no Catholic prelate would tell the President (should he be a Catholic) how to act, and no Protestant minister would tell his parishioners for whom to vote..."

Kennedy's actions helped him to be seen as someone who looked to the future, not the past. Even so, he barely defeated Mr. Nixon in the 1960 election.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. John F. Kennedy was seeking the Republican party nomination for president in 1960.

____ 2. John F. Kennedy was a United States Senator.

____ 3. Mr. Kennedy stated that he favored the separation of Church and State.

____ 4. Religious bigotry was an issue in the 1960 primary elections.

____ 5. No Catholic had ever been elected president before 1960.

STEP 2

KEY WORDS: Look up these words in the Glossary.

compromise confrontation defensive
heritage initiated offensive
quarantined retaliatory tempered vigor

THINK ABOUT THIS:

1. What was the message President Kennedy gave in his inaugural speech?
2. What led to the Bay of Pigs crisis in Cuba?
3. What was the cause of the nuclear missile crisis in Cuba?

READ THIS:

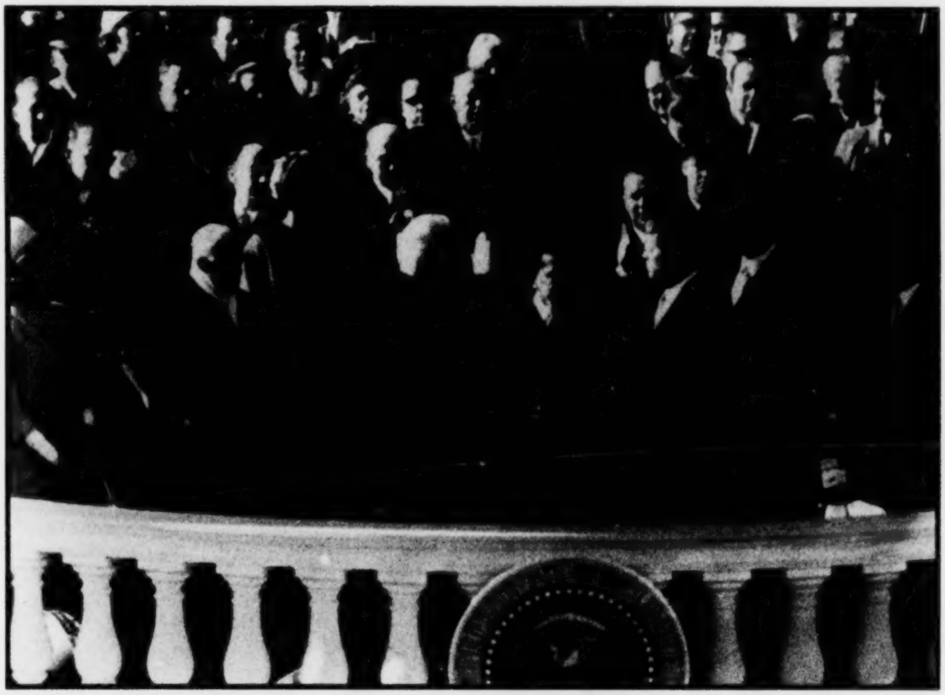
In his inaugural speech the new, young president told the nation:

> "Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed..."

He then asked his listeners to think of themselves and their country in a new way:

> "...And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country."

John F. Kennedy and a Dream of "Camelot"



John F. Kennedy Library

President Kennedy's Inauguration, January, 1961

President Kennedy took office in January, 1961. His first major crisis arose that April, when Cuban refugees, trained by American advisors, invaded Cuba. They tried to overthrow the pro-communist government of Fidel Castro. The invasion took place in an area in Cuba known as the Bay of Pigs.

President Kennedy had learned of the planned invasion soon after taking office. He gave only half-hearted approval and refused direct American support for the invaders. Within a few days, the invasion failed and was seen as a defeat for President Kennedy.

In spite of this setback, President Kennedy met other challenges with intelligence and vigor. In some ways this justified the view he once gave of the presidency. He said:

> "I don't think anybody can say in advance whether this or that man will make a really good president. The test of the presidency is the test of the strain of the office." (2)

The Bay of Pigs was one important test. Many critics felt that the president had failed that test. Other people believed that he had helped avoid a world crisis. That crisis could have led to war, perhaps a nuclear war, with the Soviet Union.

Another Cuban crisis arose in 1962. It was an even more serious test of the president. The Soviet Union set up a nuclear missile base in Cuba. The missiles had a range of 2,200 miles and Cuba was less than 100 miles from Florida. Washington, D.C. and New York were within easy range of the missiles.

President Kennedy declared that the missile base posed a threat to the United States. He demanded that the missiles be withdrawn. The Soviet Union protested that the weapons were intended only for Cuba's defensive needs.

Kennedy rejected this explanation and warned that:

> "To halt this offensive buildup, a strict quarantine on all offensive military equipment to Cuba is being initiated..."

This meant, in the words, of the president:

> "All ships of any kind bound for Cuba from whatever nation or port will, if found to contain cargoes of offensive weapons, be turned back..."

This was a direct challenge to the Soviet Union. If carried out, it could bring on a war. President Kennedy went even further and stated:

> "It shall be the policy of this Nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full retaliatory response upon the Soviet Union." (4)

For a few days it seemed that war might develop. However, a compromise was worked out and the Soviet Union withdrew the nuclear missiles from Cuba. This confrontation helped to greatly increase President Kennedy's prestige. Meanwhile, actions in other fields also added to his reputation as president. This was especially true in regard to a space program.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. President Kennedy should have aided those who invaded Cuba.

____ 2. The nuclear missiles in Cuba were probably for defensive purposes as well as offensive use.

____ 3. The United States action placed a quarantine on possible offensive weapons being shipped to Cuba.

____ 4. United States policy was that any missile attack from Cuba upon any Western Hemisphere nation would bring an American response upon the Soviet Union.

____ 5. The United States took too many risks in its actions toward Cuba during the nuclear missile crisis.

STEP 3

KEY WORDS: Look up these words in the Glossary.

assassinated curb discrimination
Emancipation intellectuals
segregation

THINK ABOUT THIS:

1. How did President Kennedy feel about the Soviet lead in the space program?

2. What was President Kennedy's attitude toward the efforts to end discrimination and segregation?

3. Why was President Kennedy popular with many intellectuals?

READ THIS:

After 1957, the Soviet Union held an early lead over the United States in space programs. The rockets used by the Soviet Union were more advanced than American rockets. The Soviet satellites were also much larger than those the United States was soon sending into space.

The Soviet space program continued to be ahead of the American program for several years. In April, 1961, soon after President Kennedy took office, the Soviet Union again scored a "first." This time they sent a man, Major Yuri Gagarin, into outer space. He circled the earth in his space vehicle and returned safely.

American confidence was badly shaken, but President Kennedy saw this as a challenge. In May, 1963, he sent a message to Congress in which he proposed:

> "...that this Nation should commit itself to achieving the goal before this decade is out of landing a man on the moon and returning him safely to earth."

President Kennedy's proposal was seen by some people as idle boasting. However, his space program captured the imagination of the country. In February, 1962, John Glenn became the first American to orbit the earth. In 1969 an American astronaut actually became the first person to set foot on the moon. That success owed much to the space program begun by President Kennedy.

The president's leadership carried over in other areas. One difficult test was in the field of civil rights. Segregation of black people in hotels, movie houses, restaurants, and buses was still common. In some parts of the United States such segregation was upheld and required by existing state and local laws.

Efforts to end discrimination and segregation made slow progress. Protests were held to try to end this shameful condition. Violence was often used against the protestors. Demands arose for protection of protestors and an end to the racism of segregation and discrimination.

In 1963, President Kennedy proposed Federal action to curb discrimination and segregation. In a message to the Congress he said:

> "Surely, in 1963, 100 years after Emancipation, it should not be necessary for any American citizen to demonstrate in the streets for the opportunity to stop at a hotel, or to eat lunch at a lunch counter in the very department store in which he is shopping, or to enter a motion picture house, on the same terms as any other customer."

The president's efforts for civil rights included some support for Dr. Martin Luther King Jr. This won President Kennedy praise from many Americans. They felt that his open-minded view of the world helped to enrich the nation. The president was especially popular with many writers, scientists, and other intellectuals. They were impressed because Kennedy himself was an author. While he was a senator, Kennedy had written a best-selling, prize-winning book called *Profiles in Courage*.

In many ways President Kennedy was not a "great" president. He was not able to put through many of his plans for civil rights, aid to education, and medical care for the aged. President Kennedy did not have the chance to run for re-election in 1964. He did not have the chance to try again to advance his many programs. On November 22, 1963, President Kennedy was assassinated. His death marked the end of a remarkable period in American history.

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED, (N) in the reading selection?

____ 1. Soviet scientists were more skilled than American scientists.

____ 2. The Soviet Union was the first nation to place a human in orbit around the earth.

____ 3. Most Americans wanted to end discrimination and segregation.

____ 4. Violence was used against those protesting segregation and discrimination.

____ 5. The United States was able to send an astronaut to the moon.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. John F. Kennedy was the youngest president in the history of the United States.

____ 2. President Kennedy faced many challenges during his years in office.

____ 3. "Camelot" was a popular musical play on Broadway in 1960.

____ 4. John F. Kennedy was a special sort of president in many ways.

____ 5. The Soviet Union and the United States were in a race for space program leadership.

B. EXAMINING ISSUES

Choose the correct answer.

1. "...ask not what your country can do for you—ask what you can do for your country."

These words words by President Kennedy were intended for:

____ a. space scientists.

____ b. Cubans at the Bay of Pigs.

____ c. the American people.

2. "...it should not be necessary for any American to demonstrate in the streets for the opportunity to stop at a hotel...on the same terms as any other customer."

These words were intended to help the efforts of:

____ a. black Americans.

____ b. white Americans.

____ c. all Americans.

3. "...no Catholic prelate would tell the President (should he be a Catholic) how to act, and no Protestant minister would tell his parishoners for whom to vote..."

These words by John F. Kennedy show he favored:

____ a. a president who had not religious beliefs.

____ b. the separation of Church and State.

____ c. not allowing priests and ministers to vote.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. The expression "Camelot" is often used to describe the period when John F. Kennedy was president. Give THREE reasons for this and write at least 50 words each for two of those reasons.

2. Describe the issues involved in the Cuban missile crisis and in the space program. Write at least 50 words about each of these issues.

D. LOOKING AHEAD

It has been more than 25 years since President Kennedy was assassinated, but he is still remembered as a very important and special president. This has happened even though he was not able to achieve much in his program. How do you account for this popularity? How much does it owe to the "Camelot" idea?

You might discuss this in class.

Lesson 12

The "Black Revolution"

STEP 1

KEY WORDS: Look up these words in the Glossary.

boycott civil rights defied
elimination origin passive resistance
peer prohibiting sanctions
tactic tolerate

THINK ABOUT THIS:

1. What did the Committee on Civil Rights recommend in 1947?
2. What was the Supreme Court ruling in the Brown case?
3. How did the Rev. Dr. Martin Luther King Jr. become a leader of black Americans?

READ THIS:

African-Americans make up about 12% of the population of the United States. They have suffered from the racist policies of the majority since colonial times. Most black people were held in slavery until after the Civil War. Then, after emancipation, they faced discrimination, segregation, and few economic opportunities. Although the 15th Amendment to the Constitution gave black citizens the right to vote, a majority of adult blacks were prevented from voting.

Efforts were made to gain economic and civil rights for African-Americans. After 1909 that effort was led by the National Association for the Advancement of Colored People (NAACP). Much of its work in the 1930s was done in the courts. The NAACP challenged the many laws that permitted or enforced discrimination and segregation. In spite of some victories, there was little improvement in conditions.

During World War II, the black Americans served in segregated units in the armed forces. After the war, there were new demands for improved civil rights. In 1947, a special Committee on Civil Rights, appointed by President Harry S. Truman, recommended:

> "The elimination of segregation, based on race, color, creed, or national origin, from American life..."

The Committee also declared that:

> "...federal funds, supplied by taxpayers all over the nation, must not be used to support or perpetuate the pattern of segregation in education, public housing, public health services, or other public service..."

It specifically proposed that:

> "...A federal Fair Employment Practice Act prohibiting discrimination in private employment should provide both educational machinery and legal sanctions for enforcement purposes."

Progress toward carrying out these proposals was slow during the 1950s. The most important steps were taken by the armed forces. Army units were fully integrated during the Korean War (1950-1953). Soon afterward, the policy of integration was extended to all branches of the armed forces.

The next breakthrough came in the area of education. Public schools had long been segregated in the South and in some parts of the North and West. In 1896 the Supreme Court had ruled that segregation by race was legal. It only applied the test of "separate but equal" to segregated facilities. This ruling was opposed in a dissent by Justice John Marshall Harlan who wrote that:

The "Black Revolution"

> "Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect to civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful."

The "separate but equal" doctrine was challenged by the NAACP legal staff. In 1954 the Supreme Court in the case of Brown v. Board of Education, Topeka, overruled the 1896 decision. In a unanimous decision the Court now said that:

> "...in the field of public education, the doctrine of 'separate but equal' has no place."

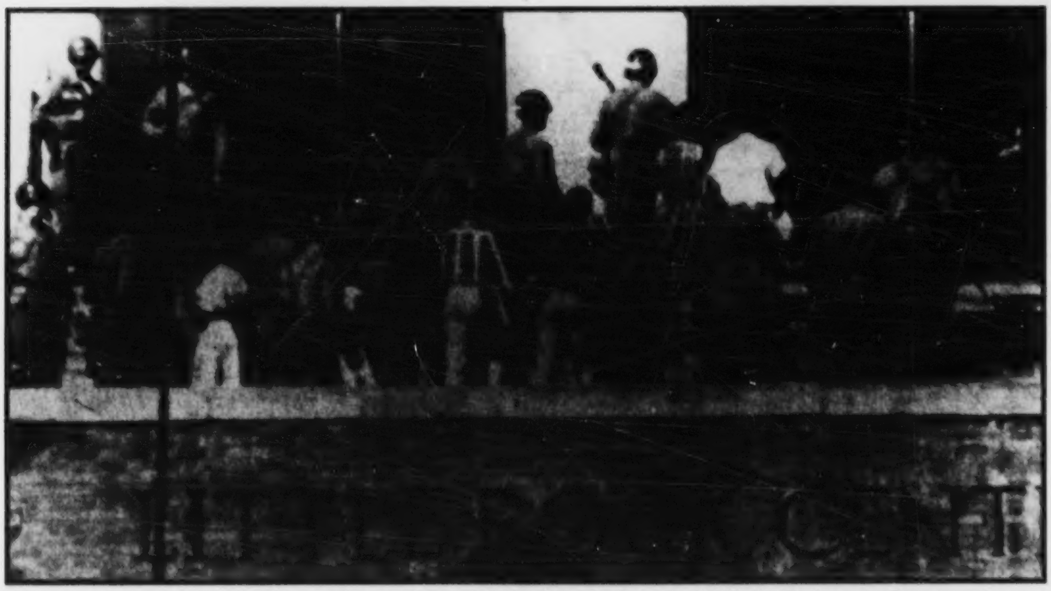
In 1955 the Court went further. It directed school authorities to submit plans for the desegregation of their schools. The authorities were told to act "with all deliberate speed." Their actions were to be overseen by federal courts.

Resistance to the court ruling came to a head in Little Rock, Arkansas. In 1957 a mob sought to keep blacks from entering Central High School in the city. President Eisenhower had to send federal troops to restore order and permit blacks to enter the school.

By this time the beginnings of a "black revolution" were taking place. That "revolution" was led by black people and their liberal white allies. They defied segregation laws and customs in the United States, especially in the South.

On December 1, 1955, Mrs. Rosa Parks was arrested in Montgomery, Alabama. Mrs. Parks, a black woman, had refused to give up her seat in a city bus to a white man. Under local law, her action was illegal. Support for Mrs. Parks was led by Dr. Martin Luther King Jr., a young black minister. Dr. King led black people in a successful boycott of the buses. The boycott made Dr. King a national leader of black Americans.

Dr. King brought new ideas to the black effort for civil rights. That effort found blacks and their white allies using a "sit-in" tactic. This meant that blacks and their white allies sat together in places where blacks and whites were not allowed to do so by law or custom—places like lunch counters and even some churches. Many of the sit-ins resulted in violence against those challenging the system of segregation. News reports of these demonstrations were shown throughout the country Such reports gained sympathy for the demonstrators and helped to turn public opinion against segregation.



Wide World Photos

Federal troops escort black students into Little Rock Central High School, September, 1957

Dr. King did not want his followers to answer violence with violence. He proposed a policy of "passive resistance" and non-violence and asked his followers to:

> "...meet physical force with an even stronger force...soul force."

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. The NAACP tried to win greater rights for African-Americans.

____ 2. American blacks had always been integrated in the armed forces.

____ 3. In 1896 the Supreme Court had accepted the idea that segregation was legal if facilities were "separate but equal."

____ 4. The "separate but equal" ruling of the Supreme Court was allowed to stand in 1954 in the Brown case.

____ 5. The "sit-in" was used in the South to challenge segregation.

STEP 2

KEY WORDS: Look up these words in the Glossary.

anthem Black Muslim cattle prod
radical subsidize

THINK ABOUT THIS:

1. What policies were urged for black Americans by Dr. King?
2. How did the more radical black leaders differ with Dr. King?

READ THIS:

Dr. Martin Luther King's followers had organized the Southern Christian Leadership Conference (SCLC). It was strongly based on southern black church groups and worked with the NAACP. Other, more radical, black organizations were also active. They included the Congress of Racial Equality (CORE) and the Student Nonviolent Coordinating Committee (SNCC). All these black-led groups welcomed joint action with whites and some whites held leadership positions.

The efforts to win civil rights for blacks met strong resistance. Police dogs, firehoses, and cattle prods were used against civil rights marchers in Birmingham, Alabama. George Wallace, the governor of Alabama, "stood in the doorway" to try to keep two black students out of a state university. He failed and was forced to allow the desegregation of the university.

In August, 1963, Dr. King led a "March on Washington" to promote civil rights. More than 200,000 people, including many whites, gathered in the nation's capital. They linked hands and joined in singing the "anthem" of the civil rights movement: "We Shall Overcome".

The large crowd was peaceful, but there was concern that the future might bring violence. Dr. King took note of this and declared:

> "...we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred."

Later in his speech he thrilled the crowd and the entire nation with the unforgettable words:

> "I have a dream that one day this nation will rise up, live out the true meaning of its creed: we hold these truths to be self-evident, that all men are created equal."

Dr. King was the leading spokesperson for black Americans. However, his program was not accepted by some new black leaders. Malcolm X was a Black Muslim whose name originally had been Malcolm Little. He had rejected his original name as a "slave" name and took the name of Malcolm X when he became a Black Muslim.

Malcolm X felt Dr. King was too willing to forgive white people and work with them. At one point he made the wild charge that:

> "The white man pays Reverend Martin Luther King, subsidizes Martin Luther King..."

Malcolm X also rejected the policy of nonviolence. He once declared: "If they make the Klan nonviolent, I'll be nonviolent." On some occasions Malcolm appealed to young black people who wanted a sense of action. He referred to whites as "devils" and declared:

> "If he only understands the language of a rifle, get a rifle. If he only understands the language of a rope, get a rope. But don't waste time talking the wrong language to a man if you really want to communicate with him..." (1)

Malcolm X and other radical blacks felt Dr. King did not go far enough. They felt he should not have joined with whites. Malcolm X spoke for those who favored "Black Power" and he was harsh toward Dr. King.

> "Who ever heard of angry revolutionists swinging their bare feet together with their oppressors in lily-pad pools, with gospels and guitars and 'I Have a Dream' speeches." (2)

Malcolm X later split with the leaders of the Black Muslims and formed his own Muslim group. He softened his view of whites, but remained a powerful force in the black community. In February, 1965, he was shot to death by his enemies in the Black Muslim movement.

In death, as in life, Malcolm X represented the more radical black leaders. Other blacks, mostly young people, also advanced more radical programs. They spoke of "Black Power" and the possible need to use violence. One group, the Black Panthers, called all white people "oppressors." In the words of one Black Panther leader:

> "...the oppressor has no rights that the oppressed is bound to respect. Kill the slavemaster, destroy him utterly...The heirs of Malcolm have picked up the gun and taking first things first, are moving to expose the endorsed leaders of the Black masses..."

The Black Panthers talked of giving the established black leaders a very limited choice. The leaders were told to turn away from working with whites, who were called "oppressors":

> "...or face a merciless, speedy and most timely execution for treason." (3)

This was, or course, an exaggerated threat. The Black Panthers had few followers, but they managed to get many newspaper headlines.

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

____ 1. Malcolm X had always been able to join with white people.

____ 2. Malcolm X was not in favor of Dr. King's program.

____ 3. The governor of Alabama tried to stop desegregation because he hoped to someday run for president.

____ 4. "Black Power" was a slogan used by the more radical black leaders.

____ 5. Dr. King felt the radical black leaders would cause many whites to turn against blacks.

STEP 3

KEY WORDS: Look up these words in the Glossary.

inferior median vocational

THINK ABOUT THIS:

1. How did the Voting Rights Act of 1965 affect black voter registration?
2. What were some causes of the riots in black areas?
3. What was Dr. King's feelings about the results of using violence?

READ THIS:

By 1965, efforts to improve civil rights for black Americans were making great headway. The Voting Rights Act of 1965 provided for federal marshals to help black citizens wishing to register to vote. The results were impressive, as shown in the chart below for four southern states:

Chart A: Enrollment of Black Voters

Alabama:	before 1965:	93,000
	1968:	271,000
Mississippi:	before 1965:	28,000
	1968:	264,000
Georgia:	before 1965:	167,000
	1968:	334,000
Louisiana:	before 1965:	164,000
	1968:	301,000

Before the Voting Rights Act of 1965 was passed, 1.5 million African-Americans voted. In 1968 the number had grown to 2.5 million. By 1976 more than 4 million black citizens were registered in the South. The number for 1984 was 5.5 million.

The political gains blacks made was shown in the number of blacks elected to office. Charts B and C tell the story:

Chart B: Black Elected Officials In Congress and State Legislatures

1970	179
1975	299
1980	326
1985	407

Chart C: Black Elected City and County Officials

1970	719
1975	1,885
1980	2,871
1985	3,689

Many African-Americans also found new areas of opportunity in school and employment. During the 1960s there was a marked increase in the number of blacks attending colleges. Many "white collar" jobs were also opened up to black workers. The black middle class grew in size and gained in influence. The number of black families living below the poverty level fell sharply as shown in the chart below:

Chart D: Percent of Black Families Living Below Poverty Level

1959	55.1%
1966	35.5%
1976	27.9%
1985	28.7%

In the period 1970 to 1985, median black family income rose from $6,279 to $12,674 in 1980 and $16,786 in 1985.

Economic gains did not come to all black Americans, however. Great numbers of young people lacked educational and vocational skills. Inferior housing, low paying jobs and racism in everyday life were still a problem. Expectations often were higher than fulfillment. Anger spilled over into the streets in the form of riots. Dr. King had seen the dangers that existed and warned:

> "A riot is at bottom the language of the unheard."

The assassination of Dr. King in 1968 was a severe blow to the black community. He had helped set in motion the "black revolution," but his was a revolution of the spirit. Dr. King's "revolution" always involved whites as well as blacks. In his view:

> "The black man needs the white man and the white man needs the black man."

The year before his death, Dr. King had warned:

> "The problem with hatred and violence is that they intensify the fears of the white majority, and leave them less ashamed of their prejudice...Returning violence for violence multiplies violence ...Hate cannot drive out hate; only love can do that."(4)

Today the "black revolution" is still going on. Progress is being made but many problems remain. Poverty, unemployment, poor housing, inferior education, and crime are still part of life in black communities. New leaders have come forward with a variety of proposals. It remains to be seen which direction the "black revolution" will take in the future.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. Better education helped many blacks to earn more money.

____ 2. There was an increase in the number of black elected officials after 1970.

____ 3. United States marshals helped to register black voters after 1965.

____ 4. Riots in black neighborhoods did more harm than good.

____ 5. The expectations of African-Americans often were not matched by fulfillment.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. The efforts to bring fuller civil rights for black people led to the "black revolution" after 1945.

____ 2. The armed forces were integrated during the Korean War.

____ 3. Differences existed among black leaders about the direction that the "black revolution" ought to take.

____ 4. Dr. King led the March on Washington in 1963.

____ 5. Passive resistance and non-violence were important parts of Dr. King's program.

B. EXAMINING ISSUES

Choose the correct answer.

1. "Our Constitution is color-blind, and neither knows nor tolerates classes among citizens."

These words expressed the feeling of a Supreme Court justice:

____ a. in favor of "separate but equal" facilities for blacks.

____ b. against the idea of "separate but equal" facilities for blacks.

____ c. having nothing to do with the idea of "separate but equal" facilities for blacks.

2. "...meet physical force with an even stronger force...soul force."

These words are the advice given to blacks by:

____ a. Dr. Martin Luther King Jr.

____ b. the special Commission on Civil Rights.

____ c. black militants.

3. "...the oppressor has no rights that the oppressed is bound to respect..."

These words show the feeling held by:

____ a. Dr. King's followers.

____ b. the Black Panthers.

____ c. all blacks.

C. UNDERSTANDING CHARTS

Look at Chart A and answer the questions below:

Enrollment of Black Voters

Alabama:	before 1965:	93,000
	1968:	271,000
Mississippi:	before 1965:	28,000
	1968:	264,000
Georgia:	before 1965:	167,000
	1968:	334,000
Louisiana:	before 1965:	164,000
	1968:	301,000

1. The greatest increase in enrollment of voting age black citizens between 1965 and 1968 took place in:

____ a) Georgia.

____ b) Lousiana.

____ c) Mississippi.

2. The SMALLEST increase in enrollment of voting age blacks between 1965 and 1968 took place in:

____ a) Lousiana.

____ b) Alabama.

____ c) Georgia.

D. CHART AND GRAPH SKILLS

On a separate sheet of paper, prepare a BAR GRAPH based on the figures given in Chart B.

Elected Black Officials

1970	179
1975	299
1980	326
1985	407

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. List 2 of the main ideas put forward by Dr. King. Write at least 50 words each to explain these ideas.
2. Write at least 100 words explaining the differences between Dr. King and the more radical black leaders.
3. What do you think is meant by the "black revolution"? Give your views in at least 100 words.

E. LOOKING AHEAD

The "black revolution" is still going on. Why have the more radical ideas of the Black Panthers and the Black Muslims not gained greater numbers of followers? Are the ideas of Dr. King still important today? Who are the main leaders of African-Americans today and what do they propose?

You might discuss these things in class.

Lesson 13

The Vietnam Experience

STEP 1

KEY WORDS: Look up these words in the Glossary.

colony consequences resisted

THINK ABOUT THIS:

1. What happened to Vietnam during World War II, and after the war?
2. What was the attitude toward Vietnam of Presidents Eisenhower and Kennedy?
3. What was the attitude of President Johnson toward Vietnam?

READ THIS:

The war in Vietnam was the "eye" or center of a storm that tore the nation apart for more than ten years and ruined a president.

Vietnam is a small nation in southeast Asia. It had been held as a colony by France before the start of World War II. The Japanese took over Vietnam during the war. This was a bad loss of prestige for France and, also, for all Europeans and whites.

The Japanese occupation was opposed by guerrillas, called the Vietminh. The Vietminh appealed to nationalist and independence feelings among the Vietnamese people. Their leader was a Vietnamese communist, Ho Chi Minh. After the defeat of Japan in 1945 the Vietminh resisted French efforts to regain power in Vietnam. France was unable to defeat the Vietminh and had to agree to a settlement in 1954.

Under this settlement, Vietnam was divided into two areas. North Vietnam was under the communist leadership of Ho Chi Minh. South Vietnam was under anti-communist leadership. Plans to unite the two areas did not succeed. Guerrilla war soon broke out in South Vietnam. Pro-communist guerrillas in South Vietnam, called Vietcong, received aid from North Vietnam. Troops of the South Vietnamese government fought against the Vietcong. They were helped by limited, but increasing, military aid from the United States.

In 1959 President Eisenhower had declared his fear that communism in Vietnam could spread to nearby areas. He felt that:

> "The loss of Vietnam would set in motion a crumbling procedure that could, as it progressed have grave consequences for us."(1)

In spite of his concern, Eisenhower limited military aid to South Vietnam. He did not want the United States to become involved in an Asian war.

President Kennedy took office in 1961 and increased the aid given to South Vietnam. However, he did not send combat troops to aid the South Vietnamese. He only agreed to send military "advisers." By 1964 there were about 23,000 American military "advisers" in South Vietnam. They were not supposed to engaged in direct combat.

Vice President Lyndon B. Johnson became president after President John F. Kennedy was assassinated in 1963. President Johnson favored a stronger policy in Vietnam. He feared that a communist victory in Vietnam could lead to a spread of communism throughout Asia. At first the president seemed to want to limit American involvement. A reporter later recalled that:

> "On September,25, 1964...Lyndon Johnson poured it on: 'We don't want our American boys to do the fighting for Asian boys..." (2)

President Johnson later expanded his view of involvement. American military units were soon engaged in combat in Vietnam. In 1966 President Johnson explained his action in these words:

> "Why are we in South Vietnam? We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Vietnam...We are also there to strengthen world order...We are also there because there are great stakes in the balance...Our object is the independence of South Vietnam and its freedom from attack." (3)

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. President Eisenhower did not want the United States involved in an Asian war.

____ 2. President Kennedy should have sent combat troops to Vietnam instead of sending military advisers.

____ 3. President Lyndon Johnson was in favor of greater aid to South Vietnam than had been given earlier.

____ 4. President Johnson went too far in his efforts to aid South Vietnam.

____ 5. France wanted to keep Vietnam as a colony after World War II.

STEP 2

KEY WORDS: Look up these words in the Glossary.

draftees deferments infiltration
morale outweigh ruthless

THINK ABOUT THIS:

1. What problems arose as American involvement grew greater in Vietnam?
2. What arguments were made by those protesting against the war?
3. How did many of the soldiers in Vietnam feel about the anti-war protesters?

READ THIS:

American casualties mounted as more Americans fought in Vietnam. At the same time, American aircraft began bombing Vietcong and North Vietnam targets. The increased use of American combat troops led to the need to use greater numbers of draftees. All of this led to many more protests in the United States. The bombings in Vietnam also worried the British. The British Prime Minister, Harold Wilson, stated in a letter to President Johnson:

> "I wholly understand the deep concern you must feel at the need to do anything possible to reduce the losses of young Americans in and over Vietnam...However...I am bound to say that, as seen from here, the possible military benefits that may result from bombing do not appear to outweigh the political disadvantages..." (4)

Some members of the president's cabinet were also concerned. Secretary of Defense McNamara wrote to the president in 1966:

> "I see no reasonable way to bring the war to an end soon. Enemy morale has not broken...it appears that he can more than replace his losses by infiltration from North Vietnam and recruitment in South Vietnam..."

Secretary McNamara then spelled out the difficulties in fighting against a guerrilla force:

> "...full security exists nowhere (not even behind the U.S. Marines' lines) ...in the countryside, the enemy almost completely controls the night."(5)

The rising level of fighting led to rising levels of protest. Student demonstrations against the war broke out in all parts of the United States. This angered many soldiers serving in Vietnam.

They knew most college students were given draft deferments. Many soldiers were draftees. They did not particularly want to be in Vietnam. Now they felt they were being abandoned.

One soldier in Vietnam in 1966 wrote about the Vietcong mistreatment of Vietnamese civilians. His anger boiled over as he then spoke of the students who protested the war in the United States:

> "I've read too much...about the way some of those cowardly students are acting on campuses.They sure don't show me much as far as being American..."

He warned his parents of the horror of fighting a war against guerrillas:

> "...the Vietcong aren't the only ruthless ones. We have to be. Have to. You'd be surprised to know that a guy I went to school with is right now shooting a nine-year-old girl and her mother. He did it because if they got the chance they would kill him..." (6)

A reporter in Vietnam wrote in 1967 that:

> "After serving for ten months in the Central Highlands a New York soldier who has the Purple Heart [for war wounds] remarked...'Does anyone back home care about this place? Guys are dying here. Does anyone really care? Why don't we just chuck it?'" (7)

The spirit of protest in the United States went deeper than the actions of college students. In May, 1967, Secretary of Defense McNamara warned President Johnson that:

> "There may be a limit beyond which many Americans and much of the world will not permit the United States to go..." (8)

Other leading political figures joined the protest. Robert F. Kennedy asked :

> "Are we like the God of the Old Testament that can decide, in Washington, D.C., what cities, what towns, what hamlets in Vietnam are going to be destroyed?" (9)

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

____ 1. The British did not believe that the United States could win in Vietnam.

____ 2. Secretary McNamara felt that the bombings would break the morale of the Vietcong.

____ 3. Many American soldiers in Vietnam were angered by student protests in the United States.

____ 4. Student protests had more effect than the protests of other Americans.

____ 5. American young people were drafted for military service in Vietnam.

STEP 3

KEY WORDS: Look up these words in the Glossary.

alibi aura authorized
credibility dissent emotional
expenditure Foreign Service manipulating
media pinnacle predecessor

THINK ABOUT THIS:

1. What effect did the anti-Vietnam war protests have on the elections in 1968.
2. Why did General Westmoreland feel the United States had failed in Vietnam?
3. Why did the protesters feel the United States had failed in Vietnam?

READ THIS:

In spite of increasing protests, the war went on. Nearly a half million American soldiers were in Vietnam. They suffered heavy losses in

Anti-war protesters burn their draft cards, 1967

Wide World Photos

battle. In addition, since soldiers were "rotated" home after a year's combat duty, more and more young American men were drafted for service in Vietnam. Thousands of young men fled to Canada to avoid military service.

Bitterness about the war was seen in the press, on television, and in the streets. A leading historian wrote in 1967:

> "The sad truth is that, if Ho Chi Minh thinks the American people are divided, one reason surely may be...that 'they are divided'..." (10)

The anti-Vietnam war protests forced President Johnson to withdraw from the 1968 election. The protests also probably cost the Democrats the presidential election. Richard M. Nixon, a Republican, took office in 1969. He withdrew American ground forces but left naval and air force units.

In 1970 the war spread. American bombers struck at the Vietcong supply bases across the border in neighboring Cambodia. That action brought even greater protests than ever before. On May 3, 1970, the *St. Louis Post-Dispatch* wrote:

> "President Nixon now has his own Indochina war and his own credibility gap. Neither one is inherited any longer...It is still hard to understand how a President who saw his predecessor destroyed by manipulating the people into an unwanted war would now attempt to manipulate them into enlarging the war he promised to end..." (11)

Within a week a storm of protest swept across the United States. Henry Kissinger, one of Nixon's closest advisors, later recalled:

> "A pinnacle of mass public protest was reached by May 9 when a crowd estimated at between 75,000 and 100,000 demonstrated on...the park to the south of the White House..."

He further recalled that:

> "Police surrounded the White House; a ring of sixty buses was used to shield the grounds of the President's home..."

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This was not a protest limited to draft age students. Mr. Kissinger, a supporter of the war effort, noted that:

> "The very fabric of government was falling apart. The Executive Branch was shell-shocked...Some two hundred and fifty State Department employees, including fifty Foreign Service Officers, signed a statement objecting to Administration policy." (12)

Efforts to strengthen the South Vietnamese armed forces failed. More than $1 billion in American war supplies did not help. In 1973 the United States removed all its forces from South Vietnam. The civil war continued more fiercely than ever. In 1975 the anti-communist government of South Vietnam fell to the combined Vietcong and North Vietnam forces.

Several million Vietnamese died or were injured in the years of fighting. More than 2.5 million Americans served in Vietnam. About 58,000 Americans died and 300,000 were wounded. The war left a terrible emotional scar upon the United States. Many questions were asked. How could a powerful nation like the United States be defeated in its efforts in Vietnam? Who or what was to blame?

In 1976 General Westmoreland, who had been the American military commander in Vietnam, tried to fix blame for the defeat. He wrote:

> "Despite the long years of support and vast expenditure of lives and funds, the United States in the end abandoned South Vietnam...Had President Johnson provided reinforcements, and had he authorized the operations I had planned...the North Vietnamese would have been broken..."

General Westmoreland's anger was especially directed against certain groups:

> "Press and television had created an aura not of victory but of defeat, and timid officials in Washington listened more to the media than to their own representatives on the scene." (13)

Westmoreland's feelings were not shared by many Americans. They were more likely to agree with a leading American historian. In 1967 he had denied that dissent and protest were reasons the war was going poorly. He suggested that:

> "The proposition that dissent in America is losing the war in Vietnam is, on the existing evidence, much less a fact than an alibi..." (14)

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. Some Americans fled to Canada to avoid military service.

____ 2. Richard M. Nixon withdrew all military and naval units soon after he took office in 1969.

____ 3. American bombers were used to bomb Vietcong bases in Cambodia.

____ 4. General Westmoreland put much of the blame for failure in Vietnam on the military leaders.

____ 5. The South Vietnam government fell to the Vietcong and North Vietnam after American forces left Vietnam.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Vietnam is a country located in southeast Asia.

____ 2. The United States gave support to the South Vietnam government.

____ 3. Protests against the Vietnam war forced Lyndon Johnson to withdraw from the 1968 election.

____ 4. A large-scale protest movement arose in the United States against the continued involvement in the Vietnam war.

____ 5. North Vietnam and the Vietcong took over South Vietnam after the United States withdrew its forces.

B. EXAMINING ISSUES

Choose the correct answer.

1. "...full security exists nowhere (not even behind the U.S. Marines' lines)...in the countryside, the enemy almost completely controls the night."

These words by Secretary McNamara mean that:

____ a. bombings from the air did not stop the Vietcong.

____ b. Vietcong guerrilla warfare was creating many problems for the Americans.

____ c. the North Vietnam army was too strong for the American forces.

2. "Despite the long years of support and vast expenditure of lives and funds, the United States in the end abandoned South Vietnam..."

These words express the view of Vietnam held by:

____ a. college protesters.

____ b. Henry Kissinger.

____ c. General Westmoreland.

3. "We don't want our American boys to do the fighting for Asian boys..."

These words express the view once held by:

____ a. President Nixon.

____ b. President Johnson.

____ c. President Eisenhower.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. There had been no important anti-war protest movements in World War I, (1917-1918), World War II (1941-1945), or the war in Korea (1950-1953). Why do you think the first large-scale U.S. anti-war protest movement broke out during the Vietnam war? Give your answer in at least 75 words.

2. There were several things that helped to bring on the anti-Vietnam war protest movement. List 3 of those things and tell something about each of them in at least 30 words each.

D. LOOKING AHEAD

Do you think the Vietnam conflict has affected present day American attitudes toward:

a. drafting of young people for military service.

b. action in conflicts in which the U.S. is not directly involved.

You might discuss this in class.

Lesson 14

Crisis at Watergate

STEP 1

KEY WORDS: Look up these words in the Glossary.

atmosphere bugs bureaucracy
combative establishment ideology
insatiable paranoid

THINK ABOUT THIS:

1. How did Mr. Nixon's political outlook affect his presidency?
2. How did President Nixon look upon the need for him to be re-elected in1972 ?
3. Who were the "plumbers" and what did they have to do with the Watergate break-in?

READ THIS:

Richard M. Nixon had been vice president from 1953 to 1961 in President Eisenhower's administration. He was the Republican candidate for president in 1960 but lost to John F. Kennedy. Nixon was embittered by that narrow loss. He next lost an election for governor of California in 1962. In spite of these losses Mr. Nixon was able to make a comeback. He was nominated for president and won a close victory in 1968.

The anti-Vietnam war protests were at their height when Nixon took office in 1969. He tried to calm the nation in his inaugural address and declared:

> "America has suffered from a fever of words...We cannot learn from one another until we stop shouting at one another– until we speak quietly enough so that our words can be heard as well as our voices."

Nixon was slow to end American involvement in Vietnam. However, he did reduce American forces from about 540,000 in 1969 to 39,000 in 1972. Though conservative on most issues, he broke with his conservative past in some ways. For example, Mr. Nixon was the first American president to visit the People's Republic of China. That trip was made in 1972, the year he would be running for re-election as president.

Nixon was very concerned about re-election in 1972. He wanted not only to win, but to destroy his Democrat opponent, whoever he might be. This affected Nixon's outlook and his actions. In many ways Nixon was an able and likable person. However, in the words of his own White House chief of staff:

> "There was another side to him, like the flat, dark side of the moon." (1)

Another White House aide found Nixon to be "...absolutely paranoid about criticism." Still another later wrote that when he began working in the White House he found:

> "...a climate of excessive concern over the political impact of demonstrators, excessive concern over leaks, an insatiable appetite for political intelligence, all coupled with a do-it-yourself White House staff, regardless of the law." (2)

The atmosphere in the White House was often suspicious and combative. This was largely because of the outlook of the president. He felt that the United States needed important changes. In later years he explained this when he wrote:

> "My fears about the American leadership classes had been confirmed and deepened by what I had seen and experienced during my first four years as President..."

The president felt that:

> "...Congress, the bureaucracy, and the media were still working [together] to maintain the ideas and ideology of the traditional Eastern liberal establishment that had come down... through the New Deal..."

He wrote in his diary that his plan was:

> "...the only way, and probably the last time, that we can get government under control..." (3)

Those were President Nixon's views in 1973. By that time he had won re-election in 1972. The president had believed these things before the election. He had felt he must be re-elected in 1972 to carry them out.

Meantime, the president was angered by the publication of certain secret Pentagon files about the war in Vietnam. He gave approval to a secret White House unit to find his "political enemies." This secret unit, which became known as the "plumbers," forged documents and also carried out burglaries. They claimed to be protecting national security. In reality, their actions served President Nixon's personal interests.

A special committee was set up in early 1972 to run Nixon's re-election campaign. It was called the Committee to Re-elect the President, but was called CREEP by many reporters. The CREEP leaders lost little time in secretly putting some "plumbers" on its payroll.

By mid-1972 it was clear President Nixon was going to win re-election. In spite of this, the "plumbers" in CREEP set out on some unbelievable adventures. Perhaps they were made bold because they had escaped untouched up to that time. In May, 1972, they broke into the Democratic party headquarters and secretly planted several "bugs".

On the night of June 17, 1972, five of the "plumbers" again broke into Democratic party offices in Washington, D.C. The offices were located in a building called Watergate. They used tape to keep the door to the offices open while they were inside.

A Watergate security officer later recalled:

> "...I relieved another officer at twelve midnight...That night I had made a check of the doors...the locks and so forth..."

The officer, Frank Willis, found the tape on a door. He removed the tape but found it replaced on his next check of the area.

> "...I found that tape stuck two different times...I called the Metropolitan Police...and that's when they discovered the Watergate Seven..." (4)

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. President Nixon was conservative on most issues.

____ 2. President Nixon had little faith in Congress and the media.

____ 3. Mr. Nixon believed that the Democrats could not be trusted.

____4. The White House staff was mainly interested in pleasing President Nixon.

____ 5. President Nixon approved the secret unit known as the "plumbers".

STEP 2

KEY WORDS: Look up these words in the Glossary.

bizarre categorically
comprehensive counsel impeach
indicted

THINK ABOUT THIS:

1. How did President Nixon explain the Watergate affair to the nation?

2. What was the importance of the newspaper stories of Woodward and Bernstein?

3. How was the Congress involved in efforts to learn more about Watergate?

4. What was the importance of the White House tape recordings?

READ THIS:

Actually five men were found hiding in the offices. They had cameras and electronic "bugging" equipment with them. The five burglars were soon identified. Their leader was the chief of security for the Committee to Re-elect the President.

The White House immediately denied any knowledge of the burglary. In August, President Nixon told a press conference:

> "Under my direction, counsel to the President, Mr. Dean, has conducted an investigation...I can say categorically that his investigation indicates that no one in the White House staff, no one in this Administration, presently employed, was involved in this very bizarre incident." (5)

The president was not telling the truth. Actually, Dean had made no such investigation. However, the American people had no way of knowing this. They took the president at his word.

For a time it seemed the Watergate incident might fade away. There was, however, a strong belief that some sort of cover-up was going on. This was suggested by two reporters, Bob Woodward and Carl Bernstein of *The Washington Post*. In the words of a writer of the time:

> "They were the first to report that the Watergate burglars were involved with Howard Hunt and that Howard Hunt was...a White House 'consultant'...They were the first to link the money paid to the burglars to the Nixon campaign fund...Most important they came to believe the unbelievable, that the cover-up might be linked to the President himself." (6)

Most voters believed the president and not the newspaper articles. In the November, 1972, Mr. Nixon was re-elected by an overwhelming vote. But the Watergate case remained a problem to the president.

The five "burglars" arrested at Watergate and two others were indicted by a grand jury. This meant that the "Watergate Seven" would stand trial. Up until then the seven indicted men had kept silent. The trial opened in January, 1973, soon after President Nixon's inauguration.

In February the judge at the trial declared that a fuller investigation was needed. Within a few days the Senate voted to set up a special "Select Committee" to examine events involving the Watergate episode. At the same time the Woodward and Bernstein articles were becoming more widely read and believed.

The increasing pressure was having an effect on President Nixon. When the "Watergate Seven" were indicted in September, 1972, the president told White House counsel John Dean:

> "I want the most comprehensive notes on all of those that had tried to do us in...They are asking for it and they are going to get it..." (7)

The silence of the "Watergate Seven" was finally broken in March, 1973. One of the "burglars" said that John Mitchell was the person who directed the break-in. Mitchell, the former Attorney General in the Nixon administration, had been the chairman of the Committee to Re-elect the President.

By now the president was deeply involved in the effort to save himself from the scandal. In May, 1973, the Senate Committee began holding televised hearings. Meantime, an independent special counsel was also appointed to look into the Watergate affair. Then, in July, some new information was brought out.

Crisis at Watergate

A witness testifying before the Senate Committee told of secret tape recordings. It seemed that President Nixon had secretly taped conversations in the Oval Office. Those tapes were in the possession of the president. The Senate Committee and the independent special counsel each demanded the tapes. President Nixon refused these demands at first. In July, the Supreme Court ruled he must surrender the tape recordings. He finally gave in.

The tapes were a disaster for the president. They showed he had tried to cover up aspects of the Watergate affair. By this time the House of Representatives had begun looking into the question of whether to impeach the president. Impeachment procedures are contained in the Constitution.

If the House voted impeachment, Mr. Nixon would face trial by the Senate. A guilty verdict by the Senate would remove him from office.

CHECKING UP:

Which branch of government—EXECUTIVE (E), LEGISLATIVE (L) or JUDICIAL (J)—is involved in each of the following?

____ 1. A special Select Committee was set up by the Senate.

____ 2. The trial of the "Watergate Seven" began in January, 1973.

____ 3. President Nixon kept a secret tape recorder in the White House.

____ 4. The Watergate "burglars" were indicted by a grand jury.

____ 5. The House of Representatives began to look into the question of impeachment.

STEP 3

KEY WORDS: Look up these words in the Glossary.

condoning counseling impeded
relevant unleashed

THINK ABOUT THIS:

1. What were some of the charges in the impeachment articles passed by the House Judiciary Committee?
2. How did President Nixon react to vote of the House Judiciary Committee?

READ THIS:

In July, 1984, the House Judiciary Committee voted for three articles of impeachment. All the Democrats on the committee voted for impeachment. They were joined by eleven Republicans in the 27 to 11 vote on the First Article of Impeachment which accused President Nixon of:

> "(1) Making or causing to be made false or misleading evidence or information...
>
> "(2) Withholding relevant and material evidence or information...
>
> "3) Approving, condoning...and counseling witnesses with respect to the giving of false or misleading statements...
>
> "4) Making false or misleading public statements for the purpose of deceiving the people of the United States...
>
> "Wherefore Richard M. Nixon, by such conduct, warrants impeachment and trial, and removal from office."

President Nixon did not wait for a full impeachment vote by the House. He resigned on August 9, 1974, the first president to resign in the history of the United States. In his resignation speech to the nation Mr. Nixon refused to admit his guilt. A Canadian newspaper commented:

> "The man who approved the Watergate cover-up six days after the break-in continued to hide his guilt right up to the end. In his resignation speech last night, there was no admission of wrong-doing, no acceptance of personal responsibility for the scandal that...

threatened for a time, to destroy public confidence in the democratic system." (8)

Vice President Gerald Ford became the new president. He had been named vice president in October, 1973. The elected vice president, Spiro Agnew, had resigned after being accused of taking bribes. The appointment of Ford, and its approval by the Congress, was done under the provisions of the 25th Amendment (1967).

Some Americans argued that Nixon had been "hounded from office." This charge was not accepted, even by many of his fellow Republicans. Eleven days after Nixon resigned, 10 of the 17 Republicans on the House Judiciary Committee signed a report saying:

> "We know that it has been said...that Richard Nixon was 'hounded' from office by his opponents and media critics. We...point out, however, that it was Richard Nixon who impeded the FBI's investigation of the Watergate affair...Day after day, month after month, he imprisoned the truth about his role in the Watergate cover-up so long and so tightly...that it could not be unleashed without destroying his Presidency."

President Ford granted a pardon to Richard Nixon, but that did not end the shame of Watergate. Mr. Nixon had tried to explain his action soon after he left office. On September 9, 1974, he said:

> "...one thing I can see clearly now is that I was wrong in not acting more decisively and more forthrightly in dealing with Watergate...That the way I tried to deal with Watergate was the wrong way is a burden I shall bear for every day of the life that is left to me." (9)

In his remarks Mr. Nixon still refused to admit guilt. He spoke only of poor judgment, but Watergate placed a heavy burden upon the nation. Still, if it showed the nations's weaknesses, it also showed its many strengths.

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

____ 1. President Ford did not think it was important whether Mr. Nixon was guilty or innocent.

____ 2. Though he resigned, Mr. Nixon did not admit his guilt.

____ 3. The Republicans on the House Judiciary Committee did not feel that President Nixon should be impeached.

____ 4. A vote by the full House of Representatives would have resulted in the impeachement of President Nixon.

____ 5. Most Americans had great faith in Gerald Ford when he replaced Nixon as president.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Gerald Ford was named vice president after Vice President Spiro Agnew resigned.

____ 2. Efforts were made by the White House to cover-up its involvement in the Watergate scandal.

____ 3. The Congress acted to try to learn about what was involved in the Watergate scandal.

____ 4. A security guard discovered the break-in at the Watergate office.

____ 5. The atmosphere at the White House made it possible for the Watergate events to take place.

B. EXAMINING ISSUES

Choose the correct answer.

1. "There was another side to him, like the flat, dark side of the moon."

These words, said about President Nixon, meant that the speaker felt Nixon:

____ a. was always angry.

____ b. had a hidden side that was not always seen or understood.

____ c. was not the sort of person who could be liked.

2."...no one in this Administration, presently employed, was involved in this very bizarre incident."

This statement by President Nixon meant that:

____ a. the White House had nothing to do with the Watergate break-in.

____ b. he didn't care about the incident.

____ c. he thought the break-in was a serious problem.

3. "...They asked for it and they are going to get it."

These words show how President Nixon felt about:

____ a. those he felt were his enemies.

____ b. the Supreme Court.

____ c. people in his own party.

4. "...That the way I tried to deal with Watergate was the wrong way is a burden I shall bear for every day of the life that is left to me."

This statement by Mr. Nixon:

____ a. admits he is guilty.

____ b. does not admit his guilt.

____ c. asks for mercy.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. What do you think were TWO issues involved in the Watergate scandal. Write something about those issues in an essay of at least 60 words each.
2. List TWO aspects of the Watergate affair that involved President Nixon in the scandal. Write something about those aspects in an essay of at least 60 words each.

D. LOOKING AHEAD

Could another scandal as serious as the Watergate affair ever happen again in the United States? What reasons do you have for your answer? Do you think the American system of checks and balances in government offers a high degree of protection from any future Watergate scandal?

You might discuss this in class.

Lesson 15

The Women's Revolution

STEP 1

KEY WORDS: Look up these words in the Glossary.

demobilized drudge monotonous
mystique restrictive sociologist
status subtle

THINK ABOUT THIS:

1. What happened to the women's movement after 1920?
2. What did Betty Friedan mean by the "problem that has no name"?
3. What did Ms. Friedan think that women wanted?

READ THIS:

American women had long been "second class citizens." They might receive respect, but they were seldom given status. It took many years of hard work for American women to win the right to vote. That victory came in 1920 when the 19th Amendment was ratified. It said:

> "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

Winning the vote did not bring the gains many women had expected. In fact, the women's movement seemed to come to a halt. One suffragist explained:

> "After we [got] the vote, the crusade was over. It was peacetime and we went back to a hundred different causes and tasks that we'd been putting off all those years. We just demobilized." (1)

The prosperity of the "roaring 20s" drowned out women's complaints. In spite of this, there was a sense of change. Women's fashions became less restrictive. Many women took up smoking in public. There were also some subtle signs of dissatisfaction among women with the limits on their lives. A study by two sociologists in 1929 quoted a popular woman columnist who said:

> "Marriage brings a woman a life sentence of hard labor in her home. Her work is the most monotonous in the world and she has no escape from it. Many working class housewives ...voiced in some form the wish of one mother, 'I've always wanted my girls to do something other than housework; I don't want them to be house drudges like me.'" (2)

The greatest changes for women came in the 1960s. These were years of change and protest for all Americans, including women. Millions of women had entered the labor force during World War II (1941-1945). Many remained at their jobs and they were soon joined by others. The figure rose sharply after the war, as shown in Chart 1 below:

CHART 1: WOMEN IN LABOR FORCE

1940	14 million
1950	18.4 million
1965	26 million

The women's movement had many strong leaders in the period 1880 to 1920. That leadership had seemed to disappear for many years. Now new leaders emerged. One of the most important was Betty Friedan, who wrote *The Feminine Mystique* in 1963. The book is said by many to have launched the "women's revolution" in the 1960s.

The book rejected certain beliefs that had been widely held until that time– that a woman lost her "femininity" when she took a job, or that higher education brought unhappiness to a woman because her only "true job" was supposed to be her family. The real cause of unhappiness for women, Ms. Friedan wrote, was "the problem that has no name."

The "problem that has no name" was that women were seen only in relation to their attachment to someone else. A women was thought of as someone's wife or the mother of some children. Taking care of her family was the only career considered proper. It was rare for a woman to be considered a person in her own right. Any woman who did not marry and have children was considered unnatural and/or unfortunate.

Of course, many women had always worked at jobs outside the home. However, they were mainly limited to:

- elementary school teaching
- nursing
- department store salespeople
- stenographer-typists
- beauticians
- low level, unskilled, factory work.

There were almost no women doctors, dentists, lawyers, engineers, bankers, stock brokers, or college professors. Nor were there women truck drivers, firefighters, police officers, or coalminers. Ms. Friedan examined the status of women and she declared:

> "If I am right, the problem that has no name stirring in the minds of so many American women today is not a matter of loss of femininity or too much education..."

The answer, Ms. Friedan argued, was very different.

> "We can no longer ignore that voice within women that says: 'I want something more than my husband and my children and my home.'" (3)

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. American women worked harder than men worked.

____ 2. The women's movement grew smaller in the period after 1920.

____ 3. *The Feminine Mystique* was the most important book of the 1960s.

____ 4. The number of women in the labor force nearly doubled between 1940 and 1965.

____ 5. The "problem that has no name" refers to the feeling women had about their status.

STEP 2

KEY WORDS: Look up these words in the Glossary.

consciousness-raising define migrant

THINK ABOUT THIS:

1. What was the National Organization for Women?
2. What was the Equal Rights Amendment and what happened to it?
3. What kinds of advances have women made since the 1960s?

READ THIS:

The women's movement, always alive, now took on new life and a new form. Across the country, thousands of "consciousness-raising" meetings were held. These meetings encouraged women to "define" themselves and seek greater respect and recognition. Lessons were drawn from the efforts by blacks to gain full civil rights. Similar methods were suggested for use by women.

The Equal Pay Act of 1963 and the Civil Rights Act of 1964 barred discrimination on grounds of race. Proposals to include sex discrimination in these Acts were opposed at first in Congress, but were finally passed. The way was now partly opened for women to advance their own interests.

A new organization, the National Organization for Women (NOW), was formed in 1966. In its Statement of Purpose it said:

> "We believe that women will do most to create a new image of women by acting now and by speaking out in behalf of their own equality, freedom, and human dignity..." (4)

Women joined NOW in great numbers. It soon drew up its own Bill of Rights asking Congress to pass an equal rights amendment to the Constitution. The Equal Rights Amendment (ERA) was passed by Congress in 1972. It had a seven year deadline for ratification. The proposed amendment read:

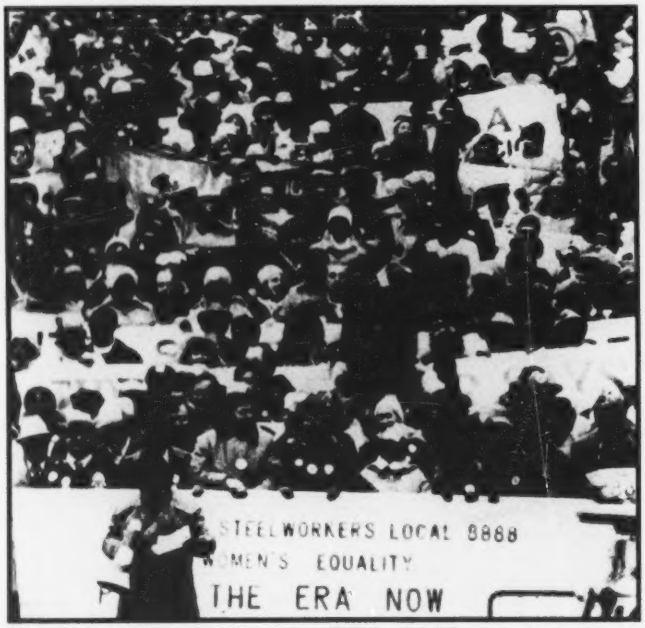
> "Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.
>
> "Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.
>
> "Section 3. The amendment shall take effect two years after the date of ratification."

The Equal Rights Amendment was only one part of the women's "revolution." However, it immediately drew a great deal of attention. It won approval from many state legislatures, but it also was heavily criticized. Some of its opponents called it "a total assault on the family, marriage, and children." One woman opposed to the ERA and the demonstrations organized in its favor declared:

> "I cannot see what some of these women are driving at. Sometimes I feel embarrassed that I am a woman because of the way they perform...I am perfectly happy and satisfied with my way of life..." (5)

The ERA had been passed in 1972 with a seven year deadline for ratification. In 1977 it was very close to the needed approval by three-fourths of the states. An International Women's Conference was held in Texas where three First Ladies—Lady Bird Johnson, Betty Ford, and Rosalynn Carter endorsed the ERA. Lady Bird Johnson said of the women's movement:

> "I have come to know that it belongs to women of all ages." (6)



Marchers supporting the ERA, 1980 *Wide World Photos*

In spite of such efforts the ERA was not ratified. This was a great disappointment, but it did not really affect the women's "revolution."

The number of women employed rose sharply as shown in Chart 2 below:

Chart 2: Civilian Women Employed

1970	29.6 million
1980	42.1 million
1985	47.2 million

Women held many more kinds of jobs than ever before. These included jobs as stock brokers, truck drivers, miners, jetliner captains, police officers, and firefighters. There were even women in the armed forces who were generals and admirals.

New opportunities arose in the professions as greater numbers of women students entered colleges.

Chart 3: Women Enrolled in Colleges

1948	.694 million
1960	1.3 million
1972	3.8 million / compared to 5.2 million men
1980	5.9 million / compared to 5.4 million men
1985	6.6 million / compared to 5.9 million men

College women were now preparing for a wide variety of professions. This can be seen in Chart 4.

Chart 4: Percent of Professional Degrees Taken by Women

Medical:	1970: 8% taken by women
	1980: 23% taken by women
Law:	1970: 5% taken by women
	1980: 33% taken by women
Engineering:	1970: 1% taken by women
	1980: 10% taken by women

Women have made important advances in many areas of American life. There is, however, much that remains to be done. Perhaps the feeling of many women today was expressed by a woman migrant worker who said:

> "...the country will never do anything for us...We have to keep struggling... The only thing that makes me sad is that this change didn't come about until I was old..." (7)

CHECKING UP:

Is each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection?

____ 1. The Civil Rights Act of 1964 always included the issue of sex discrimination.

____ 2. The Equal Rights Amendment had to be approved by all the states to be ratified.

____ 3. There was a seven year time limit for the ratification of the ERA when it was passed by Congress.

____ 4. Women were mostly interested in law and medicine because they could earn more in those fields.

____ 5. The Equal Rights Amendment was opposed by some women.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. American women won the right to vote in 1920.

____ 2. A strong women's movement was organized in the 1960s.

____ 3. The "women's revolution" opened new job opportunities for women.

____ 4. The "women's revolution" was concerned with how women viewed themselves.

____ 5. The Equal Rights Amendment was not ratified.

B. EXAMINING ISSUES

Choose the correct answer.

1. "After we [got] the vote, the crusade was over..."

These words describe what happened after:

____ a. ERA was not ratified.

____ b. the organization NOW was founded.

____ c. the 19th Amendment was passed in 1920.

2. "...the problem that has no name stirring in the minds of so many American women is not a matter of femininity..."

These words express the feeling of:

____ a. persons who were against the ERA.

____ b. Betty Friedan and her followers.

____ c. members of Congress.

3. "...a total assault on the family, marriage, and children..."

These words express the feeling toward the Equal Rights Amendment of:

____ a. a member of Congress who voted for the ERA.

____ b. a woman who favored the ERA.

____ c. a woman who opposed the ERA.

C. UNDERSTANDING CHARTS

Women Enrolled in Colleges

1948	.694 million
1960	1.3 million
1972	3.8 million / compared to 5.2 million men
1980	5.9 million / compared to 5.4 million men
1985	6.6 million / compared to 5.9 million men

Look at the chart above and answer the questions below:

____ 1. More women than men were enrolled in college for the first time in:

a) 1972

b) 1980

c) 1985

____ 2. The greatest increase in women enrolled in college took place in the period between:

a) 1960 to 1972

b) 1972 to 1980

c) 1980 to 1985

D. CHART AND GRAPH SKILLS

On a separate sheet of paper, prepare a LINE GRAPH based on the figures below.

Chart 2: Civilian Women Employed

1970	29.6 million
1980	42.1 million
1985	47.2 million

E. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. List three conditions that helped to promote the women's "revolution" in the 1960s. Write at least 50 words each about two of those conditions.

2. Write at least 100 words on the Equal Rights Amendment and why it was so great an issue in the recent women's "revolution."

F. LOOKING AHEAD

The women's movement is more active today than ever before. However, it is involved in many different issues than in the 1960s and 1970s. What do you think are the main issues that will confront women in the next ten years?

You might discuss this in class.

Lesson 16

The Reagan Years

STEP 1

KEY WORDS: Look up these words in the Glossary.

competitive former fraud
incentives inflation legitimate
voodoo

THINK ABOUT THIS:

1. What did Ronald Reagan think was wrong about government?
2. What was the supply side theory of economics?
3. What criticisms were made of Reaganomics?

READ THIS:

Ronald Wilson Reagan was president of the United States from 1981 to 1989. He was a former film actor who turned to politics in 1966. Reagan had once been a Democrat but became a Republican in the 1960s.

Mr. Reagan was governor of California from 1966 to 1974. He tried to win the Republican nomination for president in 1976, but failed.

In spite of his 1976 failure, Reagan won the support of many conservative Americans. They shared his belief that the best government was one that governed least. Conservatives also agreed with him that:

> "Government, alone, is the cause of inflation...No government is ever justified in spending a single dollar more than necessary for legitimate functions..." (1)

As a candidate for the Republican nomination for president in 1980 he warned that within the government:

> "The reports of waste, extravagance, abuse, and outright fraud are legendary." (2)

Reagan linked "big government" to many economic problems. During the 1970s American businesses had lost out in many areas to foreign companies. Reagan blamed this on needless government regulations. He told audiences:

> "My main belief is that we will become more competitive in the world by removing from the backs of industry in America unnecessary Federal regulations." (3)

When Reagan became president he continued to attack "big" government. Government aid to the States was sharply reduced. Federal programs in welfare, education, and factory safety were also cut back. Instead of these government programs the president urged greater private efforts.

President Reagan also believed that cutting taxes was a key to prosperity. Another key was the slashing of government spending. These actions were part of the "supply side" theory held by the president and other conservatives.

Donald Regan, a former Treasury Secretary and Chief of Staff for President Reagan, explained that the theory:

> "...holds that the economy will be stimulated to grow by incentives that increase the supply of goods..." (4)

The incentives included cuts in taxes and less regulation of business. This was supposed to:

> "...increase the supply of goods through encouraging business to produce and the individual to save more money..." (5)

The results of such actions, plus cuts in government spending:

> "...would include a reduction in inflation and an increase in the creation of capital which would expand government revenues without the necessity of increasing taxes." (6)

This economic policy soon became known as "Reaganomics". It came under heavy criticism from most economists. They warned that the heavy tax cuts would reduce government income. Increased business paying lower taxes might make it impossible for the government to balance its budget.

George Bush was Reagan's opponent for the Republican nomination in 1980. He criticized the supply side theory as a form of "voodoo economics." However, he later supported the theory when he was nominated for Vice President in 1980. After serving two terms as Reagan's vice president, Mr. Bush was elected president in 1988.

CHECKING UP:

Is each of the following statements a FACT (F) or an OPINION (O)?

____ 1. The United States has more government regulations than other countries.

____ 2. Conservative economists favored the supply side theory of economics.

____ 3. Reaganomics favored the policies of supply side economists.

____ 4. George Bush would not have been nominated for Vice President if he had continued to criticize supply side economics.

____ 5. Ronald Reagan blamed government policies for inflation.

STEP 2

KEY WORDS: Look up these words in the Glossary.

adversaries aggression deficit
hostage trillion

THINK ABOUT THIS:

1. Why was the federal debt a problem to President Reagan?
2. Why did many Americans seem to like President Reagan's foreign policy ideas?
3. What changes took place in relations with the Soviet Union during President Reagan's terms in office?

READ THIS:

Reagan's economic policies had mixed results. Inflation and unemployment were generally low for eight years. Profits of many businesses rose. The prices of stock shares rose to record high levels from 1982 to 1987. However, much of this was lost in the October, 1987 "crash" of the stock market. The stock market only partly recovered in the next year.

The main problem of Reaganomics was in the area of the federal debt. When President Reagan took office in 1981 the federal debt was almost one trillion dollars . This had been blamed on the "free spending" Democrats by the Republicans.

Mr. Reagan, as a candidate, had declared, "We must cut the growth of government spending." He had criticized the growing federal debt under the Democrats and warned, "We must move toward a balanced budget."

He failed to cut spending or balance the budget when he became president. In 1981 government spending rose by 15% . It rose steadily during the rest of his terms in office. The average budget deficit from 1982 to 1988 was $180 billion dollars yearly.

President Reagan's 1989 budget called for federal spending of $1 trillion. This included about $100 billion interest on this mountain of debt! By 1988 the total federal debt had risen from nearly $1 trillion in 1980 to $2.6 trillion in 1988.

The Reagan Years

President Reagan believed American power should be used in foreign affairs. He often spoke about the nation "standing tall." Mr. Reagan felt World War II had come about because:

> "...nations were weak, not strong in the face of aggression. These same lessons of the past surely apply today..." (7)

In 1980 there were 52 Americans being held hostage in Iran. As a candidate for president, Reagan attacked President Jimmy Carter's foreign policy:

> "What you say in a situation of that kind–and you don't say it in newspapers–you say it directly to them [Iran], 'We want our people back and we want them back today or the results are going to be very unpleasant." (8)

Tough talk like this was welcomed by many Americans. It was the sort of talk they heard in "action" films every day. They wanted respect from the world as a great power. Americans listened when Reagan warned them:

> "We find ourselves increasingly in a position of dangerous isolation. Our allies are losing confidence in us, and our adversaries no longer respect us."(9))

But Reagan had his own problems with Iran in 1986, when it was revealed that his administration had traded arms to the Iranians in hopes of relasing American hostages.

In Reagan's opinion the main adversary was still the Soviet Union. As a candidate he warned the nation:

> "...the Soviet Union underlies all the unrest that is going on. If they weren't engaged in this game of dominoes, there wouldn't be any hot spots in the world." (10)

Like many conservatives, Reagan held to the "domino" theory of foreign affairs. He believed that communist victories were like standing dominoes that toppled one another. Each communist victory, he felt, made possible the next victory in another part of the world.

Behind these victories Reagan saw the hand of the Soviet Union. In 1983 he called the Soviet Union "an evil empire." This angered Soviet leaders and led to tensions in American and Soviet relations.

Later on, however, these tensions were partly overcome by certain agreements. President Reagan held four "summit" meetings with Mikhail Gorbachev, the new Soviet leader. A meeting in 1987 led to an agreement by both nations to reduce the number of nuclear missiles each held. This was considered a major foreign policy success for President Reagan. By the end of Reagan's second term, relations between the United States and the Soviet Union appeared to be warmer than they had been since the cold war began.

CHECKING UP:

Is each of the following statements TRUE (T) or FALSE (F)?

____ 1. Mr. Reagan felt that President Carter was doing everything possible in the Iran hostage crisis.

____ 2. Mr. Reagan did not worry about whether foreign nations respected the United States.

____ 3. The Soviet Union looked upon the United States as "an evil empire."

____ 4. Unemployment fell and business profits rose during President Reagan's terms in office.

____ 5. President Reagan reached an agreement with the Soviet Union on reducing the number of nuclear missiles.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Ronald Reagan had been governor of California before he became President.

____ 2. Supply side economic policies were an important part of President Reagan's domestic program.

____ 3. President Reagan wanted to sharply reduce the level of government regulation in American life.

____ 4. Mr. Reagan disagreed with President Carter about foreign affairs.

____ 5. President Reagan saw communism and the Soviet Union as the main enemies of the United States.

B. EXAMINING ISSUES

Choose the correct answer.

1. "If they weren't engaged in this game of dominoes, there wouldn't be any hot spots in the world."

These words by Mr. Reagan meant that he believed:

____ a. military people were to blame for the danger of war.

____ b. the Soviet Union felt nations could be overthrown like a row of dominoes.

____ c. there was no way of stopping the danger of war.

2. "No government is ever justified in spending a single dollar more than necessary for legitimate functions."

These words by Mr. Reagan show his belief that:

____ a. governments spend too much money on all things.

____ b. government only has a few legitimate functions.

____ c. governments need to limit their spending to what he sees as legitimate functions.

3. "...nations were weak, not strong in the face of aggression..."

These words express Mr. Reagan's feelings about

____ a. the situation leading to World War II.

____ b. the Iran hostage crisis.

____ c. the need for increased funds for the military.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays.

1. Describe TWO important elements contained in Reaganomics in at least 50 words. Then give your opinion of one of those elements in at least 30 words.

2. Describe the "domino theory" in at least 30 words. Do you believe that improved relations between the United States and the Soviet Union will finally end the "Cold War"? Give your reasons for or against in about 50 words.

D. LOOKING AHEAD

It has been said that President Reagan changed the direction of American life by his domestic and foreign policies. Do you agree or disagree?

You might discuss this in class.

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Review

How much do you remember about the Lessons in this book? Here is a chance to check yourself with a review of what you have learned.

I. VOCABULARY REVIEW

These are words taken from the Glossary. Match the meanings in Column B with the vocabulary words in Column A. There are two extra meanings in Column B.

Column A	**Column B**
____ 1. excess	a. least amount allowed
____ 2. isolation	b. beginning or starting point
____ 3. minimum	c. good times
____ 4. optimistic	d. needing to be fixed
____ 5. prosperity	e. ten year period
____ 6. anticipated	f. more than is needed
____ 7. origin	g. sure of outcome
____ 8. confident	h. leader of a nation
____ 9. decade	i. argument or fight
____10. dispute	j. left alone; set apart
	k. having a cheerful outlook
	l. expected

II. REVIEW OF DETAILS

Is each of the following a FACT (F) or and OPINION (O)?

____ 1. The Bay of Pigs invasion was a failure.

____ 2. The American people were divided on the issue of the Vietnam war.

____ 3. Most Americans wanted the United States NOT to be neutral in World War I.

____ 4. The Watergate scandal forced President Nixon to resign his office.

____ 5. American women had few legal rights in the 1800s.

____ 6. There was much speculation in stocks, bonds, and real estate in the United States in the 1920s.

____ 7. The Wall St. "crash" of 1929 could have been avoided.

____ 8. The New Deal was based on greater government control of the American economy.

____ 9. The use of the atomic bomb at Hiroshima was a great mistake.

____10. The Marshall Plan was a great help to Europe after World War II.

III. WHO AM I?

Choose the correct answer.

____ 1. I was the leader of the March on Washington in 1963:

a. Malcolm X.
b. Dr. Martin Luther King Jr.
c. Booker T. Washington.

____ 2. I was president when the United States withdrew from Vietnam:

a. Richard M.Nixon.
b. Lyndon B. Johnson.
c. Dwight D. Eisenhower.

____ 3. I was president during World War I:

a. Woodrow Wilson.
b. Harry S. Truman.
c. Richard M. Nixon.

____ 4. I wrote a book called *The Feminine Mystique*:

a. Betty Friedan.
b. Carrie Chapman Catt.
c. Abigal Adams.

____ 5. I was president during the "crash" of 1929 and the Depression that followed:

a. Calvin Coolidge.
b. Warren G. Harding.
c. Herbert Hoover.

____ 6. I was president during the New Deal period:

a. Harry S. Truman.
b. Dwight D. Eisenhower.
c. Franklin D. Roosevelt.

____7. I was president when World War II broke out:

a. Warren G. Harding.
b. Franklin D. Roosevelt.
c. Harry S. Truman.

____ 8. I ordered the dropping of an atomic bomb on Japan:

a. Franklin D. Roosevelt.
b. Dwight D. Eisenhower.
c. Harry S. Truman.

____ 9. I warned the United States of a Soviet "Iron Curtain" in Europe:

a. Winston Churchill.
b. Harry S. Truman
c. George C. Marshall

____10. I proposed the United States begin a space program designed to land a person on the moon:

a. President Truman.
b. President Johnson
c. President Kennedy.

Glossary

To the student: Some of these words have more than one meaning. The meaning given in this Glossary is for the word as it was used in the reading selections in this book.

A

ABRIDGED (2) shortened or removed
ACCENTUATED (3) given greater notice than usual
ACCUMULATE (4) pile up or collect
ADMINISTERED (6) managed or taken care of
ADVERSARIES (16) enemies
AFFILIATION (2) act of belonging to, or following beliefs of, a group
AGGRESSION (16) act of attacking another country or person without a good reason
ALIBI (13) excuse given for an action
ANCESTORS (2) persons from whom one is descended [example: grandparents]
ANTHEM (12) a song of praise
ANTICIPATED (9) expected
APPROVAL (2) giving agreement to something
ARCHENEMY (9) main enemy
ASSASSINATED (11) killed by a sudden, unexpected attack
ASSAULT (8) violent attack or threat of attack
ASSETS (7) property and goods having value
ASSURANCE (4) being sure or certain of something
ATMOSPHERE (14) the surrounding influence in an area
ATROCITIES (9) cruel or savage acts by a person or a group
AURA (13) a feeling about something
AUTHORIZED (13) allowed, permited

B

BIGOTRY (11) beliefs held by people who act against others for purely personal reasons
BIZARRE (14) strange or unusual
BLACK MUSLIM (12) African-American who has adopted the religion of Islam
BLUSTER (2) talking and acting with noisy threats
BOYCOTT (12) act of joining together to refuse to have anything to do with a person, a group, or a product
BUGS (14) hidden microphones or other secret electronic devices
BUREAUCRACY (14) body of non-elected officials in government jobs

C

CATEGORICALLY (14) completely and absolutely
CATTLE PROD (12) metal object that is used to give an electric shock to make an animal or person obey
CHAOS (10) complete disorder
CHIVALRY (11) rules of honor and conduct that arose in the Middle Ages (1100-1500)
CIVIL RIGHTS (12) privileges of citizens
CODE (6) written rules
COLLATERAL (3) things of value given as guarantee of payment of a debt
COLLECTIVELY (6) something people do as a group
COLONY (13) an area and its people ruled by another area or nation
COMBATIVE (14) attitude of being ready for arguments or fights
COMMODITY PRICES (5) prices of such items as cotton, corn, or beef
COMPETENT (4) able to do things well and correctly
COMPETITIVE (16) based on trying to outdo others
COMPREHENSIVE (14) covering a topic or issue completely
COMPROMISE (11) settlement of a dispute by an agreement by both sides
CONDEMNED (7) declared to be wrong
CONDONING (14) excusing an action
CONFIDENT (4) sure of the outcome
CONFRONTATION (11) meeting face to face; meeting in a challenge
CONSCIOUSNESS-RAISING (15) meetings at which women discuss their place in society
CONSEQUENCES (13) results stemming from an action

CONSERVATIVE	(4)	person wishing to keep the ways of the past
CONTAMINATION	(9)	making an object unclean or impure
CONTINENTAL	(7)	relating to the mainland of the United States
CONTRABAND	(1)	goods not allowed by law
COUNSEL	(14)	person who gives advice, usually a lawyer
CREDIBILITY	(13)	degree to which something is believed
CURB	(11)	to limit or put an end to certain actions
CYNICISM	(6)	belief that everyone acts only for personal, selfish reasons

D

DECADE	(3)	ten-year period
DEFENSIVE	(11)	actions taken only for self-protection
DEFERMENTS	(13)	putting of an action or duty to a later time
DEFICIENT	(2)	not having enough of something
DEFICIT	(16)	condition where there is more cash being spent then coming in
DEFIED	(12)	refused to obey an order or law
DEFINE	(15)	to understand the meaning of something
DEMOBILIZED	(15)	left the ranks of an army or an organization in large numbers
DEMOLISH	(9)	tear down or destroy
DESCENDED	(10)	to come down upon something
DESPATCH	(1)	official message [also spelled DISPATCH]
DETONATION	(4)	explosion
DICTATORSHIP	(10)	system of rule by a single person or small group that has unlimited power
DIPLOMATIC	(10)	proper and polite manner of nations dealing with one another
DISCIPLES	(3)	followers of a leader or teacher
DISCRIMINATION	(11)	actions taken against the rights of another person or group
DISPUTE	(1)	argument or fight
DISSENT	(13)	not agreeing with the beliefs of most people, or the policies of the government
DOCTRINE	(2)	policy; rule of law
DOMINATED	(6)	ruled over or controlled by others
DRAFTEES	(13)	persons chosen who must serve in the armed forces
DRUDGE	(15)	person who does hard, low paying work
DWINDLE	(5)	to become smaller in number or in size

E

ELEVATOR	(5)	a building or warehouse in which grain is stored
ELIMINATION	(12)	the act of removing or getting rid of something or someone
EMANCIPATION	(11)	the act of freeing a slave
EMERGENCE	(11)	coming out into view
EMOTIONAL	(13)	showing feelings of joy, fear, sadness, or anger
ENDEAVOR	(6)	efforts to do something
ENTENTE	(1)	French word for agreement or understanding betweeen two or more nations
ENTERPRISING	(4)	filled with energy and desire to do things
ESSENTIAL	(10)	something very much needed
ESTABLISHMENT	(14)	group of people who have power and control
ESTIMATION	(9)	opinion
EXCESS	(6)	more than is needed
EXPENDITURE	(13)	sums of money spent

F

FAD	(3)	a style that exists for a very short time
FASCIST	(7)	anti-democratic party that ruled Italy from the 1920 until the 1940s
FATALISTIC	(5)	willing to accept whatever happens
FEINT	(8)	a pretended move made for the purpose of fooling someone
FOMENT	(2)	stir up
FOREIGN SERVICE	(13)	branch of the State Department involving those representing the United States in foreign lands
FORMER	(16)	from an earlier time
FOUNDATION	(4)	the base on which something is founded
FRAUD	(16)	action based on lies and false value
FRONT FOOT	(3)	a measurement used in real estate

G

GRIM	(7)	without joy; not pleasant
GRUESOME	(5)	causing horror

GUERRILLA (10) person who is not a soldier but carries on warfare behind an enemy's lines

H

HERITAGE (11) beliefs and feelings handed down from the past
HOSTAGE (16) person held prisoner to force others to come to an agreement
HUMILIATION (1) a sense of being made ashamed

I

IDEOLOGY (14) strongly held beliefs by a party or group of people
IMPACT (9) sudden powerful force
IMPARTIAL (1) not taking sides in a dispute
IMPEACH (14) vote by the House of Representatives to have the Senate put a federal official on trial for possible removal from office
IMPEDED (14) held back
INAUGURAL (6) ceremony at which a president takes the oath of office
INCENTIVE (16) something that helps bring about an action
INCONSISTENT (1) not holding to the usual ways of thinking or acting
INDICTED (14) brought a formal charge leading to a trial of an accused person
INEVITABLE (1) cannot be prevented from happening
INFAMY (7) disgrace or dishonor
INFERIOR (12) lower in quality or value than others
INFILTRATION (13) passing through weak points in the enemy's lines
INFLATION (16) rapid rise in the price of goods
INITIATED (11) started or begun
INSATIABLE (14) unable to be satisfied
INTELLECTUALS (11) highly educated people usually involved in the arts and sciences
INTELLIGENCE (8) information collected about someone or something
INTENSIFIED (9) increased
ISOLATION (8) left alone; set apart

L

LEGEND (11) story handed down from the past
LEGITIMATE (16) according to acceptable or legal standards
LEVIED (6) placed of taxes or duties upon people
LIBERAL (6) person favoring changes; forward looking
LOT (3) a section of land

M

MANIPULATING (13) using special means for influencing people
MASSIVE (9) very great amount or number
MAXIMUM (6) greatest amount allowed
MEDIA (13) newspapers, magazines, radio, and television
MEDIAN (12) midpoint between highest and lowest series of numbers
MENACING (4) threatening
MERCHANT MARINE (1) ships and crew in the business of trade
MIGRANT (15) person moving from place to place in search of work
MILITANT (2) person or group making stronger demands than others
MINIMUM (6) least amount allowed
MISSION (7) task given to someone
MONOTONOUS (15) boring; activity with little or no change
MOORED (7) held to one place by an anchor or ropes
MORALE (13) feelings within a group
MYSTIQUE (15) puzzle or mystery surrounding a person or group

N

NAZI (7) shortened name of German anti-democratic party, led by Hitler, that seized power in 1933
NEAR EAST (10) countries near the eastern end of Mediterranean Sea
NEGOTIATED (1) agreements reached by between two opposing parties
NEUTRAL (1) not taking sides in a dispute
NEUTRALIST (10) nations not taking sides in Cold War disputes
NOMINATE (11) to select someone to run for office
NORMANDY (8) region in northwest France on the English Channel
NOVEL (2) unusual; different

O

OFFENSIVE (11) intended for an attack upon others
OPPONENT (11) person against whom one is fighting
OPPOSED (6) against someone or something
OPTIMISTIC (4) having a cheerful outlook
ORBIT (11) path taken by a spacecraft around the earth or another heavenly body
ORIGIN (12) beginning or starting point
OUTWEIGH (13) to be more important or meaningful

P

PANIC (4) period of sudden fear
PARANOID (14) fear caused by the belief that others are plotting against you
PARISHIONERS (11) members of a church
PARTICIPATE (7) take part in an activity
PARTISAN (8) strongly devoted to a single cause
PASSIVE RESISTANCE (12) refusal to obey laws or orders without making use of any force
PEER (12) equal in rank or importance to others
PERMANENT (5) lasting forever or for a very long time
PERPETUATE (10) to cause to be continued
PESSIMISM (4) feeling that comes from expecting the worst
PINNACLE (13) the highest point
POSTPONEMENT (8) put off until a later time
PREDECESSOR (13) person who held an office before another person
PRELATE (11) priest
PRESCRIBED (9) rules set down by law or custom
PRESTIGE (11) importance given to a person or group
PREVAIL (8) to be most common
PRIMARILY (10) mainly or first
PROHIBITING (12) not allowing
PROPAGANDA (10) systematic spreading of certain beliefs
PROSPERITY (3) good times
PURGE (4) get rid of unwanted or unhealthy matter

Q

QUARANTINE (11) keeping a person or group away from others

R

RADICAL (12) favoring or involving sudden, large changes
RADIOACTIVE (9) giving off energy in the form of dangerous rays
RATIFIED (2) accepted or approved by a vote
REACTION (9) feelings brought on by events or the actions of others
REFORESTATION (6) planting of new trees in a forest area
REFORM (2) change or improvement
REFUSE *(REHF-yoos)* (5) trash or garbage
RELEVANT (14) important; having a bearing on a matter
RELIABLE (8) able to be trusted
RESISTED (13) acted against something or someone
RESPONSE (6) answer
RESTRICTIVE (15) confining, keeping within certain limits
RETALIATORY (11) action taken against others
REVIVAL (4) bringing back to use or to life
RUTHLESS (13) without pity or mercy

S

SAMPAN (9) small boat used in Japan and China
SANCTIONS (12) actions taken to enforce a law or policy
SATELLITE (10) a country that follows the policies of another nation
SAWMILL (5) place where logs are sawed into boards
SECTARIAN (2) beliefs held by one group in the population
SECURITY (5) safety, protection from loss
SEGREGATION (11) keeping a person or group apart from the entire population
SHRIVEL (5) become much smaller
SLAUGHTER (6) killing of animals or people in great numbers
SOCIOLOGIST (15) person studying beliefs and values of people and groups
SORTIE (7) rushing forth of a naval or military group
SPEAKEASY (3) place where illegal liquor was sold
SPECTACULAR (4) unusual to a striking degree
SPECULATION (3) buying and selling in hopes of high profits in spite of great risks
STATUS (15) social position held by a person or group

STIMULATE (10)	to make stronger or more active
STRAFING (7)	attack with machine gun fire by aircraft
STRUCTURE (4)	parts of an organization
SUBDUED (5)	kept down; quiet
SUBSIDIZE (12)	to support with money
SUBSTANTIAL (10)	having considerable value
SUBTLE (15)	not done in a direct manner
SUFFRAGE (2)	vote
SURVIVED (6)	lived on after others died
SYMBOL (4)	object that stands for something else

T

TACTIC (12)	actions taken to win or to gain an advantage
TEMPERED (11)	changed and made stronger by events
TOLERATE (12)	to allow or permit an action or idea
TRAGEDY (11)	event involving sadness
TRANSIENTS (5)	persons staying in a city or town for very short periods of time
TRILLION (16)	sum equal to 1 billion x 1,000 (1,000,000,000,000)

U

UNADVENTUROUS (5)	not involving an adventure or excitement
UNANIMOUS (10)	involving everyone
UNENDURABLE (2)	something a person cannot stand or endure
UNLEASHED (14)	set loose or set free
UNPRECEDENTED (7)	never done before
UNRESTRICTED (1)	not limited

V

VERIFICATION (7)	proof of the truth of a statement or report
VIGOR (11)	great physical and mental strength
VIOLATION (1)	actions that break the law
VISIBLE (2)	able to be seen
VIVID (5)	something very striking and long remembered
VOCATIONAL (12)	related to trades or work experience
VOODOO (16)	beliefs arising from witchcraft or magic
VULGAR (3)	not in good taste

W

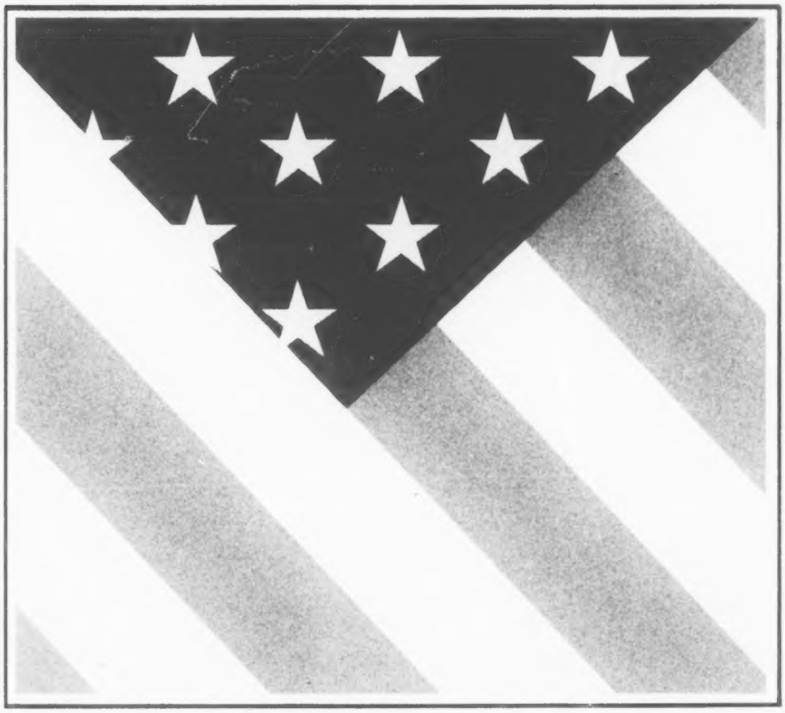
WARRANTS (4)	justifies an action

(The number next to each term indicates the Lesson in which that term first appears.)

TEACHER'S GUIDE

B264

The United States in the Twentieth Century



BOOK IV

Readings in American History (In Their Own Words)

BY JACK ABRAMOWITZ, Ph.D.

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OVERVIEW:

This skills-text is one of four books in the READINGS IN AMERICAN HISTORY series. The skills-texts in this series are designed to provide the pupils with ancillary materials that are high in interest level but within acceptable concept and reading grade levels.

The skills-texts in READINGS IN AMERICAN HISTORY present the pupil with opportunities to develop and improve reading and comprehension skills in a subject matter context. At the same time, the materials contained in the skills-text can help to illuminate certain periods in American history and to enrich and extend pupil understandings.

THE UNITED STATES IN THE TWENTIETH CENTURY is Book IV of the READINGS IN AMERICAN HISTORY series. It covers the period from World War I through the Reagan years. This skills-text, and the others in the series, are not intended as comprehensive standard texts developed around the academic discipline of an American history program. Instead, they have the function of filling in the "cracks" that exist in standard texts that are spread thin when they try to cover the many areas of the subject matter that are curriculum mandated.

The Table of Contents for Book IV, THE UNITED STATES IN THE TWENTIETH CENTURY, includes the following items:

Lesson

1. **THE UNITED STATES AND THE FIRST WORLD WAR**
2. **VOTES FOR WOMEN**
3. **THE PROSPERITY DECADE**
4. **"WALL ST. LAYS AN EGG" IN 1929**
5. **DEPRESSION TIMES**
6. **FRANKLIN D. ROOSEVELT AND THE NEW DEAL**
7. **"INFAMY" AT PEARL HARBOR**
8. **"D-DAY" IN FRANCE**
9. **ATOMIC HORROR AT HIROSHIMA**
10. **THE "COLD WAR," THE TRUMAN DOCTRINE, AND THE MARSHALL PLAN**
11. **JOHN F. KENNEDY AND A DREAM OF "CAMELOT"**
12. **THE "BLACK REVOLUTION"**
13. **THE VIETNAM EXPERIENCE**
14. **CRISIS AT WATERGATE**
15. **THE WOMEN'S REVOLUTION**
16. **THE REAGAN YEARS**

REVIEW
GLOSSARY

The brief quotations from primary sources, and the text narrative contained in THE UNITED STATES IN THE TWENTIETH CENTURY, provide insights of a more direct and personal nature than might exist in standard texts. For example:

- How did American life change after World War I?
- What effects did the Great Depression and the New Deal have upon American economics and politics?
- How did World War II and the atomic bomb influence the expanding role of the United States as the leading world power?
- What crises in American life resulted from the Vietnam experience and the Watergate scandal?
- How did the protest movement, the black "revolution" and the women's movement reflect changes in American values?

AIMS:

These and other episodes in American history are presented in a manner suited to the age level and educational abilities of the pupils using the skills-text. But, in addition, the skills-text is designed and organized to accomplish certain aims. They are:

1. To provide information about the people and events in American history based upon primary source material.
2. To present primary source material in a format that will promote pupil understandings. This means avoiding lengthy quotes which, coupled with complex or arcane wording, can cast a pall over the reader, especially when the pupil is struggling to overcome existing learning disabilities manifested in reading and comprehension deficiencies.
3. To provide a narrative linking the primary source material in a manner that will help to promote pupil interest and expand understanding.
4. To provide written material that offers assistance for pupils who have significant deficiencies in reading, comprehension, and the skills associated with the social studies curriculum. This written material is accompanied by meaningful illustrations where appropriate.
5. To provide the elements of structure, support, and success that are so important to all pupils, but especially to those with existing disabilities.

ELEMENTS OF ORGANIZATION OF THE SKILLS-TEXT:

Structure

The skills-text is organized in a structured manner. Each Lesson is presented in a limited number of pages. Lessons are broken down, usually in two or three "Steps." The reader's attention is directed to the main thrust of each "Step" by questions, under the heading "Think About This," which precede each reading selection. The Steps are linked so that there is a clear beginning, middle, and ending to the complete Lesson. This structure helps to create a sense of assurance and gives the pupils a clearer idea of knowing what they are expected to learn.

The brief comprehension exercise that accompanies the reading selection in each "Step," and the more comprehensive skills exercises at the end of each Lesson, are another part of the structure element of the skills-text. It serves to organize the pupil's understanding and establish a rough measure of accomplishment. A structured learning environment is very likely to be best suited to the learning style of pupils whose learning disabilities included poor work habits and deficiencies in reading and comprehension.

Support

Pupils need supportive elements built into a text to help maximize learning. The skills-text provides these supportive elements in number of ways. They include:

1. The reading selections are broken down into "Steps" to ensure that pupils will not have to read beyond a point where their attention span might falter. This affords strong support to pupils with learning disabilities who might otherwise become discouraged by what is, for them, the diffiicult task of reading.

2. Providing vocabulary assistance by listing "Key Words" at the beginning of each "Step," and a Glossary at the back of the skills-text. Teachers should encourage pupils to try to find the meaning of the words in context, but the Glossary is available if it is needed. Pupils who use the Glossary will also be strengthening their dictionary-use skills.

3. Organizing the pupil's thoughts about the reading selection by presenting questions under the heading of "Think About This" at the beginning of each "Step." In some cases the pupil is also asked to "Do This," usually in terms of graphing skills work.

4. Including a variety of comprehension and skills exercises that are supportive in helping the pupil check on what he or she has learned. The pupil can refer back to the reading selection before answering the exercises, and this affords another supportive element. These exercises include:

   •Finding Important Ideas (in reading selection of Lesson)
   •True or False questions

- True, False, or Not Indicated (in the reading selection)
- Fact (having actual existence), or Opinion (belief not always supported by facts) questions
- Cause and Effect exercises
- Completion exercise
- Understandings (interpreting the meaning of quotations)

Additional supportive elements include the presentation of essay-type questions that allow pupil choices, suggest reasonable essay length, and focus strongly on topics with which pupils are likely to be familiar on the basis of what they have just read in the Lesson. Further support is given in the "Looking Ahead" exercise that links the Lesson with contemporary topics and promotes speaking skills by suggesting classroom discussion of the exercise.

Success

Success is important for all pupils, but it is particularly important for those with learning disabilities that included deficiencies in reading, comprehension, and oral and written skills. Such deficiencies can lead to expectations of constant failure with accompanying erosion of self-worth.

The attention given to vocabulary concepts, reading selection length, sentence length, reading levels, and appropriate skills exercises, can all provide the basis for successful learning experiences. This can help promote greater interest in all the educational skills and can also help to promote an improved self-image on the part of the pupil.

SUGGESTIONS FOR USING THE SKILLS-TEXT:

The skills-text, THE UNITED STATES IN THE TWENTIETH CENTURY, is not a standard American history text, and it can be used in a variety of ways.

- To develop reading skills, in a content area, in remedial reading classrooms or in the reading period of a class.

- For individual reading assignments, especially for learning disability pupils, followed by a review of pupil responses by the teacher, and pupil-teacher discussion of the subject matter.

- As extra assigned reading for pupils of varying abilities as a means for enriching planned classroom discussion.

- As an individual reading assignment for homebound pupils.

- As a basis for brief, extemporized pupil dramatizations along the lines of "You Are There" or "Sixty Minutes" (actually "Thirty Seconds" to accommodate the probable abilities of the pupils).

- Incorporated into regular class sessions in any inductive type lessons, inductive-deductive type lessons, debate type lessons, directed reading type lessons, and report type lessons.

ANSWER KEY

LESSON 1:

Page 2
STEP 1: CHECKING UP

1. F
2. T
3. F
4. T
5. T

Page 4
STEP 2: CHECKING UP

1. O
2. O
3. F
4. F
5. 0

SKILLS EXERCISES
A. Finding the Important Ideas

2,4,5

B. Examining Issues

1. b
2. c
3. b

Page 5
C. Understandings

1. b
2. a
3. b

D. In Your Own Words
Answers will vary.

LESSON 2:

Page 7
STEP 1: CHECKING UP

1. O
2. O
3. F
4. F
5. F

Page 8
STEP 2: CHECKING UP

1. College
2. deficient
3. Congress
4. novel
5. militant

Page 9
STEP 3: CHECKING UP

1. T
2. F
3. T
4. F
5. F

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 3,4

Page 10
B. Examining Issues

1. b
2. c
3. b
4. c

C. In Your Own Words
Answers will vary.

LESSON 3:

Page 12
STEP 1: CHECKING UP

1. T
2. F
3. F
4. T
5. T

Page 13
STEP 2: CHECKING UP

1. F
2. F
3. F
4. F
5. F

Page 14
SKILLS EXERCISES:
A. Finding the Important Ideas

1, 3, 4

B. Examining Issues

1. b
2. c
3. b

C. In Your Own Words
Answers will vary.

LESSON 4:

Page 16
STEP 1: CHECKING UP

1. O
2. F
3. F
4. F
5. O

Page 17
STEP 2: CHECKING UP

1. N
2. T
3. F
4. F
5. T

Page 18
SKILLS EXERCISES:
A. Finding the Important Ideas

2, 4

B. Examining Issues

1. b
2. c
3. b

C. In your Own Words
Answers will vary.

LESSON 5:

Page 20
STEP 1: CHECKING UP

1. T
2. F
3. T
4. F
5. T

Page 21
STEP 2: CHECKING UP

1. security
2. extreme
3. fatalistic
4. refuse
5. charity

SKILLS EXERCISES
A. Finding the Important Ideas

1, 4

Page 22
B. Examining Issues

1. b
2. c
3. a

C. In Your Own Words
Answers will vary.

LESSON 6

Page 24
STEP 1: CHECKING UP

1. F
2. O
3. F
4. F
5. F

Page 25
STEP 2: CHECKING UP

1. F
2. T
3. T
4. T
5. T

Page 26
STEP 3: CHECKING UP

1. O
2. F
3. O
4. F
5. F

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 3, 4

Page 27
B. Examining Issues

1. b
2. c
3. c

C. In Your Own Words
Answers will vary.

LESSON 7

Page 29
STEP 1: CHECKING UP

1. T
2. F
3. F
4. T
5. T

Page 30
STEP 2: CHECKING UP

1. O
2. F
3. F
4. F
5. F

Page 31
STEP 3: CHECKING UP

1. F
2. T
3. N
4. T
5. T

Page 32
SKILLS EXERCISES:
A. Finding the Important Ideas

2 , 3, 5

B. Examining Issues

1. b
2. c
3. a

C. In Your Own Words
Answers will vary.

LESSON 8

Page 34
STEP 1: CHECKING UP

1. T
2. T
3. F
4. N
5. N

Page 35
STEP 2 : CHECKING UP

1. O
2. F
3. F
4. F
5. F

Page 36
SKILLS EXERCISES:
A. Finding the Important Ideas

2, 4

B. Examining Issues

1. b
2. c
3. b

C. In Your Own Words
Answers will vary.

LESSON 9

Page 37
STEP 1: CHECKING UP

1. O
2. F
3. F
4. F
5. O

Page 39
STEP 2: CHECKING UP

1. N
2. F
3. T
4. T
5. F

Page 40
SKILLS EXERCISES:
A. Finding the Important Ideas

2, 4, 5

B. Examining Issues

1. b
2. c
3. c

D. In Your own Words
Answers will vary.

LESSON 10

Page 42
STEP 1 : CHECKING UP

1. T
2. T
3. F
4. F
5. F

Page 44
STEP 2: CHECKING UP

1. F
2. F
3. O
4. O
5. F

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 4

B. Examining Issues:

1. b
2. c
3. a

page 45
C. In Your Own Words
Answers will vary.

D. Cause and Effect

1. c
2. e
3. b
4. a

LESSON 11

Page 47
STEP 1 : CHECKING UP

1. F
2. T
3. T
4. T
5. T

Page 49
STEP 2: CHECKING UP

1. O
2. O
3. F
4. F
5. O

Page 50
STEP 3: CHECKING UP

1. N
2. T
3. N
4. T
5. T

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 4

Page 51
B. Examining Issues

1. c
2. c
3. b

C. In Your Own Words
Answers will vary.

LESSON 12

Page 54
STEP 1 : CHECKING UP

1. T
2. F
3. T
4. F
5. T

Page 55
STEP 2: CHECKING UP

1. F
2. T
3. N
4. T
5. N

page 57
STEP 3: CHECKING UP

1. F
2. F
3. F
4. O
5. O

SKILLS EXERCISES:
A. Finding the Important Ideas

1, 3, 5

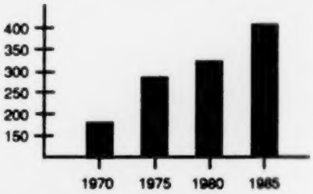
B. Examining Issues

1. b
2. a
3. b

C. Understanding Charts

1. c
2. a

D. Chart and Graph Skills



E. In Your Own Words
Answers will vary.

LESSON 13

Page 60
STEP 1: CHECKING UP

1. F
2. O
3. F
4. O
5. F

Page 61
STEP 2: CHECKING UP

1. N
2. N
3. T
4. N
5. T

Page 63
STEP 3: CHECKING UP

1. T
2. F
3. T
4. F
5. T

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 3, 4

Page 64
B. Examining Issues

1. b
2. c
3. b

C. In Your Own words
Answers will vary.

LESSON 14

Page 66
STEP 1: CHECKING UP

1. F
2. F
3. O
4. O
5. F

Page 68
STEP 2 : CHECKING UP

1. L
2. J
3. E
4. J
5. L

Page 69
STEP 3: CHECKING UP

1. N
2. T
3. F.
4. T
5. N

SKILLS EXERCISES:
A. Finding the Important Ideas

2, 3, 5

B. Examining Issues

1. b
2. a
3. a
4. b

C. In Your Own Words
Answers will vary.

LESSON 15

Page 72
STEP 1: CHECKING UP

1. O
2. F
3. O
4. F
5. F

Page 74
STEP 2: CHECKING UP

1. F
2. F
3. T
4. F
5. T

SKILLS EXERCISES:
A. Finding the Important Ideas
2, 3, 4

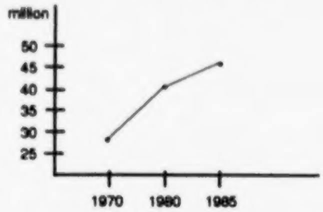
B. Examining Issues

1. c
2. b
3. c

Page 75
C. Understanding Charts

1. b
2. a

D. Chart and Graph Skills



E. In Your Own Words
Answers will vary.

LESSON 16

Page 77
STEP 1: CHECKING UP

1. O
2. F
3. F
4. O
5. F

Page 78
STEP 2: CHECKING UP

1. F
2. F
3. F
4. T
5. T

Page 79
SKILLS EXERCISES:
A. Finding the Important Ideas

2, 3, 5

B. Examining Issues

1. b
2. c
3. a

C. In Your Own Words
Answers will vary.

REVIEW

Page 80
I. VOCABULARY REVIEW

1. f
2. j
3. a
4. k
5. c
6. l
7. b
8. g
9. e
10. i

II. REVIEW OF DETAILS

1. F
2. F
3. O
4. F
5. F
6. F
7. O
8. F
9. O
10. F

III. WHO AM I?

1. b
2. a
3. a
4. a
5. c
6. c
7. b
8. c
9. a
10. c

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READINGS IN AMERICAN HISTORY
(IN THEIR OWN WORDS)

INCLUDES:
FROM NEW WORLD TO NEW NATION (B261)
GROWTH OF THE NEW NATION (B262)
NEW DIRECTIONS FOR THE UNITED STATES (B263)
THE UNITED STATES IN THE TWENTIETH CENTURY (B264)

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